

**THE EFFECTIVENESS OF THIEVES STRATEGY FOR TEACHING  
READING AT THE ELEVENTH GRADE STUDENTS OF MA PUTRI  
MA'ARIF PONOROGO IN THE ACADEMIC YEAR 2017/2018**

**THESIS**



**By :**

**TRIA WIJAYANTI**

**NIM. 210914058**

**FACULTY OF TARBIYAH AND TEACHERS TRAINING  
ENGLISH EDUCATION DEPARTMENT  
THE STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**2018**

## ABSTRACT

**Wijayanti, Tria.** 2018 *The Effectiveness of THIEVES Strategy for Teaching Reading at the Eleventh Grade Students of MA PutriMa'arifPonorogo in Academic Year 2017/2018*. Thesis, English Education Department, Tarbiyah and Teachers Training Faculty, The State Institute of Islamic Studies of Ponorogo, Advisor NurulKhasanah, M.Pd

**Key Words:** THIEVES Strategy, Teaching Reading

Reading as one of the language skill takes much portion of time in teaching and learning process in the class. In improving reading skills, the students have to realize that the aim of reading is to comprehend and to get information. Reading is a process of readers combining information from a text and their background knowledge to built meaning. By reading, the students will get much information and knowledge that is very useful for them in learning process. To improve the students reading, the teacher needs a suitable strategy to be applied in the classroom. THIEVES strategy is one of the strategies that can help the students to improve their enthusiasm and attention in the process of teaching and learning English, especially in teaching reading.

The statement of the problem of this research: Is there any significant difference score in reading before and after taught by using THIEVES strategy at the eleventh grade students of MA PutriMa'arifPonorogo in academic year 2017/2018? The objective of this research is to reveal the effectiveness of using THIEVES strategy in teaching reading to the eleventh grade students of MA PutriMa'arifPonorogo in academic year 2017/ 2018.

The design of this research was quantitative research. The research was pre-experimental research. The researcher employed one group pre-test and post-test design. In this case, the researcher used disproportionate stratified random sampling as technique in choosing sample. The population was class XI students, in which the total of class XI is one class and sample was 22 students. Here, techniques of data collection applied by the researcher were documentation and test. By using SPSS 16 for windows, To analyze the data the researcher employed T-test formula.

The result showed that the value of  $t_{test}$  between students reading before and after using THIEVES strategy was 12,209. The result of this computation based on T-test formula of 5% was 2, 08.  $t_{test}$  was higher than  $t_{table}$ . So,  $H_a$  was accepted and  $H_0$  was rejected. It implies that, there is a significant different score in reading before and after using THIEVES strategy at the eleventh grade students of MA Ma'arifPutriPonorogo in academic year 2017/2018. It becomes important for the teacher to use appropriate strategy in teaching reading.

## APPROVAL SHEET

This is to certify that the *Sarjana*'s thesis of:

Name : Tria Wijayanti  
Student Number : 210914058  
Faculty : Tarbiyah and Teachers Training  
Department : English Education  
Title : The Effectiveness of THIEVES Strategy for Teaching Reading at the Eleventh Grade Students of MA Putri Ma'arif Ponorogo in the Academic Year 2017/ 2018.

Has been approved by the advisor and is recommended for approval and acceptance.

Ponorogo, May 28<sup>th</sup> 2018

Advisor,



**Nurul Khasanah, M.Pd**  
NIP. 198406112009122003

Acknowledge by

Head of English Education Department  
IAIN Ponorogo



**Boyla Rochmahwati, M.Pd**  
NIP. 198103162011012003



**MINISTRY OF RELIGIOUS AFFAIRS  
THE STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**RATIFICATION**

This is to certify that sarjana's thesis of:

Name : Tria Wijayanti  
Student Number : 210914058  
Faculty : Tarbiyah and Teachers Training  
Department : English Education  
Title : The Effectiveness of THIEVES Strategy for Teaching Reading at the Eleventh Grade Students of MA Putri Ma'arif Ponorogo in the Academic Year 2017/2018.

Has been approved by the board of examiners on

Day : Thursday  
Date : July, 12<sup>th</sup> 2018

and has been accepted as the requirement for the degree the sarjana's in English Education on:

Day : Tuesday  
Date : July, 17<sup>th</sup> 2018

Ponorogo, July 17<sup>th</sup> 2018  
Certified by  
The Dean of Tarbiyah and  
Teachers Training Faculty  
Ponorogo



**Dr. Ahmadi, M.Ag**  
NIP. 196512171997031003

**Board of Examiners**

1. Chairman : Kharisul Wathoni, M.Pd.I
2. Examiner I : Dr. Ahmadi, M.Ag
3. Examiners II : Pryla Rochmahwati, M.Pd

(  )  
(  )  
(  )



## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Reading as one of the language skill takes much portion of time in teaching and learning process in the class. In improving reading skills, the students have to realize that the aim of reading is to comprehend and to get information. As one of language skills, reading is a process of readers combining information from a text and their background knowledge to built meaning. By reading, the students will get much information and knowledge that is very useful for them in learning process.

According to Jeremy Harmer, Reading is useful for other purposes too: any exposure to English (provide the students understand it more or less) is a good thing for language students. At the very least, some of language sticks in their minds as a part of process language acquisition is likely to be even more successful.<sup>1</sup>

William Grab and Fredrika L.Stoller state that reading is an ability to draw meaning from the printed page and interpreted the information

---

<sup>1</sup>Jeremy Harmer, *How to Teach English* (Malaysia: VVP, 1998),68.

appropriately.<sup>2</sup> From the explanation above, reading means to find out the message or information that the writer put into the text.

Nowadays, Students can find information of written materials like books, magazines, and newspapers written in English. It is important for students to master and develop reading skill because; reading has become part of daily life. But they need the skill to comprehend the text that can be used to understand the materials that they read. Besides, the students' ability to comprehend the content of reading material depends in part on their knowledge about the topic of the reading selection.

Reading is complex activity that involves both perception and thought. Reading consists of two related process: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. This comprehension comes from the interaction between the words that are written and how they trigger knowledge outside the text or message. Readers typically make use of background knowledge, vocabulary, grammatical of knowledge, experience with text and other strategies to help them understand written text.<sup>3</sup>

---

<sup>2</sup>William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (Great Britain :Person Education,2002), 3.

<sup>3</sup>Elizabeth S. Pang. Et al, *Teaching Reading* (Singapore: International Academy of Education), 6.

When reading, students usually make use of background knowledge, vocabulary, grammatical knowledge, and experience with the text. Reading the texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentence, paragraphs, and texts.<sup>4</sup> It means that good reading texts can introduce topics, stimulate discussion, excite imaginative responses and they can improve their reading comprehension ability to read the text.

Among four language skills, reading is considered important, because reading is essential skill to be mastered in order to ensure success for learners in teaching learning English as a second language.<sup>5</sup> And the success of teaching and learning process depends on several factor, the teachers, learners and strategy which are used in teaching learning process. Teacher should apply appropriate teaching strategy as well as method to establish the effectiveness of English language teaching. It will make easier and enjoyable for students to get knowledge.

Based on an interview with English teacher at the eleventh grade of MA Putri Ma'arif Ponorogo, conducted on 10<sup>th</sup> January 2018, the researcher found that the eleventh grade students have some problems in reading comprehension. In the reading text, the students do not understand about the content of the text especially in recount text. They did not know how to

---

<sup>4</sup> Jeremy Harmer, *How to Teach English*, 1998, 68.

<sup>5</sup> David Nunan, *Practical English Language Teaching* (America: McGraw-Hill Education, 2003), 69.

comprehend the text and get information from the text, though the students sometime knew the meaning of the words, but they got difficulties to convey the meaning to the whole paragraph. Moreover, during reading activity in teaching and learning process, students often lost their focus and consequently they talked to their friends for other business, and considered reading a text was not an interesting activity in learning English, when teacher asked to their reading text, so the process of teaching reading did not run well.<sup>6</sup>In line with the teacher's statement, the result of researcher's observation shows that many students still get difficulties to comprehend the text. Some of the students did not understand what they read. They read the text, but they were not able to identify and comprehend the text. Besides, the students lack of vocabulary and grammar. If the teacher gives questions, they could not answer the questions correctly because they had difficulties in comprehending the text. Furthermore, the students do not have good motivation in reading class because the students feel that reading activity is boring not interesting. So, most of the students become passive and lazy in reading lesson.

Those problems of reading comprehension can be caused by two factors. First the students did not have good motivation to read because the text is not interesting and they should comprehend every word of the text.

---

<sup>6</sup>Interview with Endy Sugeng, on 10<sup>th</sup> January 2018 in the Teacher office of MA Putri Ma'arif Ponorogo.



Second, the students were lack in vocabulary, so if they want to understand the text, they must keep on looking up the words in a dictionary to find out the meaning of the words. Besides, strategy which used was not suitable. Commonly, teacher teaches reading by translating the reading text, so the students knew the meaning just from the teacher. Because of this situation, the students got bored and uninterested in learning reading.

To increase the students' interested in reading, it needs appropriate technique and strategy helping them as solution for their problem. By using a strategy in teaching reading, it can make the teaching learning process more effective and make students more active. A strategy can be defined as a mental plan of action designed to achieve a specific purpose.<sup>7</sup> Without a good strategy in teaching learning process it will give bad effect for the students especially in learning the material. The strategy helps to improve the students' reading as well as efficiently in reading. By using a strategy, students will be reading in the way that expert readers do and strategies also can help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the text.<sup>8</sup>

---

<sup>7</sup> Peter Westood, *Reading and Learning Difficulties* (Australia: Australia Council for Educational Research Ltd, 2001), 10.

<sup>8</sup> Jack C. Ricards and Willy A Renandya, *Methodology in Language Teaching: An Anthology of current Practice* (New York : Cambridge University Press,2002), 289.

In reading, there are many strategies that can be used for teaching reading. One of them is using THIEVES strategy. According to Miftahul Jannah THIEVES strategy as a teaching strategy was affective in teaching reading narrative text for senior high school. This strategy helps the students to improve their enthusiasm and attention in the process of teaching and learning English, especially reading comprehension. Their vocabulary and understanding of new words also improve. In relation to their comprehension of narrative text, the students are able to identify main ideas and supporting details of paragraphs correctly.<sup>9</sup>

According to Margaret Bouchard Previewing text strategy is to teach students to generate question and set purposes that will lead to more proficient processing of information. It aids students in making predictions about the text and can pique their interest, and increasing their motivation to read.<sup>10</sup> According to Manz, THIEVES is previewing strategy that set the purpose for reading using easily remembered acronym. Students learn how “steal” information from the title, headings, introduction, every first sentence, visuals /vocabulary, end of the chapter question and Summary. In other words, THIEVES may be presented as an individualized learning tool for students. This strategy a unit of study in which students learn a range of

---

<sup>9</sup> Miftahul Jannah R, *Implementation THIEVES Teaching Strategy to Improve Students' Reading Comprehension* ( Classroom Action Research at The Second Grade of SMAN 1 Bulukamba in Academic Year 2016/2017), Alauddin State Islamic University of Makassar 2017.

<sup>10</sup>Margaret, Bouchard, *Comprehension Strategies for English Language* (USA: Scholastic Inc,2005),49.

reading warm up activities and understand individual differences and preferences related to reading process. Self-directed worksheets may be created to support students in their early application of THIEVES strategy. During preliminary applications of THIEVES strategy, students are encouraged understand what they preview. This intensifies the process, adding an active sensory component. It also enables the teacher or the researcher to observe the students in learning process by using THIEVES strategy.<sup>11</sup>

According Adrienne Gear THIEVES strategy helpful for trying to determine what is important in a piece of informational text. It means that THIEVES make the reading that much easier. After reading the students will find the main idea of the text, they will be easy to find the most important information that they need about text.<sup>12</sup>

THIEVES strategy is suitable for the students senior high school. In this THIEVES strategy the students can be easier to find out the information from the text. In this strategy 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 explanation given, the writer would like to conduct a research on reading with the title “ **The Effectiveness of THIEVES**

---

<sup>11</sup> Manz, S. L, *A Strategy for Previewing Textbooks: Teaching Readers to become THIEVES* (New York: Journal The Reading Teacher Vol 55 no 5, 2002), 434- 435.

<sup>12</sup> Andrienne Gear, *Nonfiction Reading Power* (Canada: Stand HousePublisher, 2008), 90.

**Strategy For Teaching Reading At the Eleventh Grade Students of MA  
Putri Ma'arif Ponorogo in Academic Year 2017/ 2018.**

**B. Limitation of The Study**

To avoid a deviation of the discussion, this study focus on some concern indentified as follow:

1. The subject of the study is at eleventh grade students of MA Putri Ma'arif Ponorogo in academic year 2017 / 2018.
2. The object of this study is the effectiveness of THIEVES strategy for teaching reading.
3. The material of this study is teaching reading in recount text by using THIEVES strategy.

**C. Statement of Problem**

Based on the discussion above, the research problem can be formulated as follows:

Is there any significance different score in reading before and after taught by using THIEVES strategy at the eleventh grade students of MA Putri Ponorogo in academic year 2017/2018?

**D. Objective of The Study**

Related to the statement of the problem, the objective of the study is described as follows:

To know the effectiveness of using THIEVES strategy in teaching reading to the eleventh grade students of MA Putri Ma'arif Ponorogo.

## **E. Significances of Study**

The result of this study is expected to give theoretical and practical meaningful contribution to English and learning process.

### **1. Theoretically**

The research of this study can be worthy on supporting the existing strategy of the teaching reading, in particular the teaching of reading recount text.

### **2. Practically**

The result of this research can give a contribution to the teaching and learning practice of English foreign language, especially for:

#### **a. English teacher**

To help teachers in teaching learning process and providing the active learning, creative, effective, innovative, and fun for students in the class. The researcher hopes it can be an additional strategy in teaching English.

#### **b. Students**

It might motivate students to improve their interest in reading since they would find out that English reading material was not complicated, boring, and monotonous.

#### **c. Reader**

This research is hoped that it can give more beneficial information and knowledge to the reader.

d. Researcher

This study can be used by researcher to have new experience in the teaching learning process and gives an insightful knowledge of English proficiency, especially in teach reading.



## **F. Organization of Thesis**

To make easy to arrange the study, in this section will explain about the organization of thesis. There are five chapters. They are:

**Chapter I : INTRODUCTION**

This chapter consists of background of study, limitation of the study, statement of the problem, objective of the study, Significance of the study, and organization of the thesis.

**Chapter II : REVIEW OF RELATED LITERATURE**

This chapter consists of the theoretical background, previous research findings, theoretical framework, and hypothesis.

**Chapter III : RESEARCH METHODOLOGY**

This chapter consists of the research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

**Chapter IV : RESEARCH RESULT**

This chapter consists of general location and research schedule, data description, data analysis and discussion.

**Chapter V : CLOSING**

This chapter consists of conclusion and suggestions.

**CHAPTER II**  
**PREVIOUS STUDIES AND REVIEW OF RELATED**  
**LITERATURE**

**A. Previous Research Findings**

There are some research findings related with the effect of using THIEVES strategy for teaching reading. The details are explained as follows:

Relevant research to this study is research conducted by Desrayanti Sullama. Her thesis entitled “*The Implementation of THIEVES strategy to Improve Students’ Ability in Reading Comprehension*”. This research is Classroom Action Research (CAR). The problem statements are: 1) How is the students’ ability in reading comprehension? 2) How is implementation of THIEVES strategy to improve the students’ ability in reading comprehension? 3) Can the application of THIEVES strategy improve the students’ ability in reading comprehension? The objectives of this research are to improve student’s ability in reading comprehension by implementing THIEVES. It was done in 2 cycles, in which each cycle consisted of planning the action, implementing the action, observing the action, and reflection. The instruments used in collecting the data use were tests, observations sheets for the researcher and students, and interview.

The results of this research are: the students are more interested and motivated in comprehending reading text and they are enthusiastic during teaching process by THIEVES strategy. The students are active and they seem



enjoy working in the class. The result of the research shows that THIEVES strategy significantly improves student's ability in comprehending text.<sup>13</sup>

The similarities of this research are both using THIEVES strategy but this research has differences in Desrayanti's research the implementation of THIEVES strategy to improve student's ability in reading comprehension. While in this research, the researcher only focuses to know the effectiveness of using THIEVES strategy for teaching reading.

Another research relevant of this study is research conducted by Miftahul Jannah R her entitled *"Implementation THIEVES teaching strategy to Improve Students' Reading Comprehension at the Second Grade Students of SMAN 1 Bulukamba*. The main objective of this study was to see whether the use of THIEVES strategy improve students' reading comprehension of the second grade students of SMAN 1 Bulukamba. The study is Classroom Action Research (CAR). The population was the second grade students of SMAN 1 Bulukamba in academic year of 2016/2017 with a total number of 25 students. It was done in 2 cycles, in which each cycles consisted from tests (pre-cycle test, first cycle test, and second cycle test) and qualitative data obtained from observation checklist. That data were collected by using observation checklist and test. The finding showed that THIEVES strategy as teaching strategy was effective in teaching reading narrative text at SMAN 1

---

<sup>13</sup> Desrayanti Sulama, *The Implementation of THIEVES Strategy to Improve Students' Ability in Reading Comprehension* ( Classroom Action Research at Mts Hotagodang in Academic Year 2016/2017), The State Islamic University North Sumatra Medan.

Bulukamba. This strategy helps the students to improve their enthusiasm and attention in the process of teaching and learning English, especially in reading comprehension. The result of this study also showed that THIEVES strategy was effective in teaching reading and helps the students to improve enthusiasm and attention in the process of teaching and learning.<sup>14</sup> Base on result above, the researcher concluded that THIEVES strategy is more effective to increase the students' reading comprehension.

From the previous above, the researcher tries to conduct the research with the different research design. If the previous studies the researcher are both using Classroom Action Research (CAR) design as methodology of the research but in this study the researcher use pre experimental as methodology. There are the eleventh grade students of MA Putri Ma'arif Ponorogo that being subject in this research. With different research design the researcher also provide different statement of the problem. The statement of the problem is "Is there any significance different score in reading before and after taught by using THIEVES strategy at the eleventh grade students of MA Putri Ma'arif Ponorogo in academic year 2017/2018.

---

<sup>14</sup> Miftahul Jannah R ,*Implementation THIEVES Teaching Strategy to Improve Students' Reading Comprehension* (Classroom Action Research at The Second Grade of SMAN 1 Bulukamba in Academic Year 2016/2017),Alaudin State Islamic University of Makkasar 2017

## **B. Theoretical Background**

### **1. Reading**

#### **a. Definition of Reading**

Reading is the most useful and important skill for people. This skill is more important than speaking and writing. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life which one can update his / her knowledge.<sup>15</sup> By reading, the students will get much information and then the students can update their knowledge continuously. It is very useful for them in learning process.

Reading is the practice of using text to create meaning.<sup>16</sup> Reading is a set of skills that involves making sense and deriving meaning from the printed words. In order to read, we must be able to decode (sound out) the printed words also comprehend what we read.<sup>17</sup> According to Neil Anderson, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that it is an activity to find

---

<sup>15</sup> M. F. Patel and Praveen M. Jain, *English Language Teaching: Method, Tools, and Techniques* (Janipur: Sunrise Publisher and Distributors 2008), 113.

<sup>16</sup> Johnson, Andrew P, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (United State of America: Rowman and Littlefield Education, 2008), 3.

<sup>17</sup> Caroline T Linse and David Nunan , *Practical English Language Teaching: Young Learners* (New York : McGraw-Hill Companies, 2005), 69.

information and produce the meaning from sentence or paragraph that they have read.<sup>18</sup>

According to M. F. Patel, reading is the most important activity in any language class. Reading is not only sources information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.<sup>19</sup> It means that reading activity is very important in other language skills. The readers not only getting information but they can improve their knowledge.

Furthermore, according to Emilia in education, reading is highly important for the learners. It is part of communication and the way of building knowledge. In addition, according to Gillet and Temple, to achieve the purpose of reading, which is to get general or detail information from the text, the students have comprehend the text in order to understand the information effectively. It means that comprehension is the understanding new information in life. This thing will make students be more successful in applying and improving everything that had been learned and understood.<sup>20</sup>

---

<sup>18</sup> Neil Anderson and David Nunan, *Practical English Language Teaching* (New York: McGraw- Hill Companies, 2003), 68.

<sup>19</sup> M. F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools & Techniques*, 2008, 113-114.

<sup>20</sup> Ayu Sonia Habibah F, *Students' Reading Techniques Difficulties in Recount Text* (Indonesia University of Education: Journal of English Education, 2016), 1.

From the explanation above, the researcher concluded that reading is an activity to understand meaning and getting information from the text combining perception and thought.

### **b. Teaching Reading**

Teaching is defined as management of learning which is done by a teacher in a class and managed of learning organized in general that a number of methodological options exist, but the learners are guided in any particular moment by a compass consisting of asset values, some knowledge and experience, and a commitment to particular learning outcomes.<sup>21</sup> It means that teaching is process of managing the class to reach the objectives of the study effectively and efficiently.

Teaching is a complex process it does not only give the information but also transfer the knowledge and skill from the teacher to the students. According to H. Douglas Brown, teaching can be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study something, providing the knowledge, causing to know or understanding”.<sup>22</sup> There

---

<sup>21</sup> Diane Larsen- Freeman, *Techniques and principles in Language Teaching* (New York: Oxford University Press, 2000), 184.

<sup>22</sup> H. Douglas Brown, *Principle of Language Learning and Teaching Fourth Edition* (San Francisco: San Francisco State University, 2000), 7.

are many activities that can be done especially in the process of teaching and learning in the classroom.

According to Neil J. Anderson, teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.<sup>23</sup> From the explanation above the researcher can conclude that teaching is the process of transferring the information or new knowledge to the learners. Besides that, the students also have learned how to read in one language, they do not learn how to read again in a second or foreign language, but rather they learn how to transfer skills that they have already learned to the new reading context in a new language.

### **c. Principles of Teaching Reading**

There are eight principles for teaching reading, they are:<sup>24</sup>

#### 1) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized

---

<sup>23</sup> Neil J. Anderson and David Nunan, *Practical English Language Teaching* (New York: McGraw- Hill, 2003), 4.

<sup>24</sup> Ibid, 74.

rhetorically, knowledge of how one's language works, knowledge of how the second language works, and cultural background and knowledge.

## 2) Build a strong vocabulary base

Recent research emphasized the importance of vocabulary to successful reading. As I have developed my own philosophy of the role of vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary. From the explanation above, vocabulary base must be mastered by the learners because it is the part to understand the text.

## 3) Teach for comprehension

In many 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. So, the teacher must have hard effort to teach the learners. So, the teacher must have hard creation to teach the learners.

## 4) Work increasing reading rate

One great difficulty in the school language reading classroom is that even when language learners can read, much of their reading is not fluent. Often, in our efforts to assist students in

increasing their reading rate, teachers over-emphasize accuracy which impedes fluency. The writer can be conclude, the teacher must work hardly to find the balance in improving reading rate and developing reading comprehension skills.

5) Teach reading strategies

Strategies are “the tools or active”, self-directed involvement that is necessary for developing communicative ability. To achieve the desired result, students need to learn how to use a range of reading strategies that match their purpose of reading.

6) Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions that take to achieve desired goals or objectives while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious; from strategy to skill.

7) Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and informal perspective requires time and training. Here, the assessment will be included in the reading classroom.



8) Strive for continuous improvement as a reading teaching.

The quality the individual teacher is integral to success of second or foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating them key principles discussed above can lead to more effective reading instruction in the second language classroom.

#### **d. The Purposes of Reading**

There are some purposes of reading; Jeremy Harmer states that reading is essential either for students' careers, for study purpose or simply pleasure. Reading is also useful as part of the process of language acquisition.<sup>25</sup> According to Jeremy, reading purposes are divided into five elements, there are:<sup>26</sup>

1) To identify the topic

Good readers are able to receive the topic or the written text very quickly. By the supporting of their prior knowledge, they can get an idea. This ability allows them process the text more efficiently.

---

<sup>25</sup> Jeremy Harmer, *How to Teach English* (Malaysia: VVP, 1998), 68.

<sup>26</sup> Jeremy Harmer, *the Practical of English Language Teaching* (Longman: Third Edition), 201-202.

2) To predict and guess

Readers sometimes guess in order to try to understand what written text is talked about. Sometimes they look forward; try to predict what is coming and sometimes make assumptions or guess the context from initial glance.

3) Reading for detail information

It means that some readers read to understand everything they are reading in detail this is usually case with written instructions or description procedure.

4) Reading for specific information

Sometimes readers want specific details to get much information. They only concentrate when the particular item that they are interested came up they will ignore the other of a text until it comes to the specific item that they are looking for. We can call this activity as scanning process.

5) Reading for general understanding

Good readers are able to take in a stream of discourse and understand the gist of the text, without worrying too much about the detail. It means that they do not often look for every word, analyzing everything on the text. We can called this activity is skimming process.

### e. Reading Skills

In the reading activity, we need to know a variety of skills to read efficiently. Reading efficiently will be better, if the required information can be determined in advance. There are some skills in reading include:

#### 1) Scanning

Scanning is very high speed reading. Scanning means reading slowly and carefully and picking out certain key word or phrase. It allows the reader pick out specific information from a text. It does not mean reading word by word, it just means reading carefully.<sup>27</sup>

#### 2) Previewing and predicting

Previewing is pre-reading skill by which the reader tries to gather as much information about the text as he/she can before reading it. The aim of previewing is to help the readers to predict or make some “educated guesses” what is in the book. Previewing and predicting before the readers read can make a big difference. The readers can get some ideas about what will they read. That way the reader will begin the process the information far more quickly. The readers also are able follow the writer’s ideas better. Though it takes a few minutes to preview and predict, those few

---

<sup>27</sup> Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power* (Longman), 15.

minutes are well invested. The readers will find that later save reading time and gain comprehension.<sup>28</sup>

### 3) Vocabulary knowledge for effective reading

Vocabulary is an essential skill for learning to read and write, and vocabulary strategies are necessary when the readers are “reading to learn.” If the readers answered questions of the reading text, then the readers are not reading as effectively and efficiently as the readers could be. Guessing unknown vocabulary is the best strategy for dealing with an unknown word is to try to guess what it means. Because this strategy can help build vocabulary because the readers are more likely to remember the words, helps the readers comprehension because the readers stay focused on the general sense of what the readers are reading and allows the readers to enjoy in reading more because the readers don't have to stop often.<sup>29</sup>

### 4) Topics

When the readers read for the meaning, the readers should begin by looking for the topic. This helps the readers connect what the readers read to what the readers already know.<sup>30</sup>

---

<sup>28</sup> Ibid, 35.

<sup>29</sup> Ibid ,49.

<sup>30</sup> Ibid, 68.

5) Topics of paragraph

A paragraph is a group of sentences that are all about the same thing. That is, they all have the same topic.<sup>31</sup>

6) Main ideas

The main idea of paragraph is the author's idea about the topic. It is always a complete sentence that includes both the topic and the idea that the author wishes to express about the topic.<sup>32</sup>

7) Patterns of organization

A pattern makes it easier for the readers' brain to understand and remember information about the readers read from a book or passage.<sup>33</sup>

8) Skimming

Skimming is high speed reading that can save you lost of time. Skimming is one of the tools that can be use to read efficiently. Skimming refers to looking only for the general or main ideas, and works best with nonfiction (or factual) material. With skimming the reader reads only what is important for the purpose of the text.

34

---

<sup>31</sup> Ibid, 78.

<sup>32</sup> Ibid, 89.

<sup>33</sup> Ibid, 99.

<sup>34</sup> Ibid, 132.

## 9) Making inferences

Sometimes the topic of a text may not be stated anywhere directly. It means that the readers think like a detective and look for clues in the text. Then the readers use these clues to guess about the text and about the writer's ideas.<sup>35</sup>

## 10) Summarizing sentences

Summarize a sentence by taking out the unnecessary words. Use summary word to take the place of groups of words of some topic. It means that summarizing is a strategy in which readers short through the information presented in a text in order to pull out and paraphrase the essential ideas.<sup>36</sup>

## 2. Recount Text

### a. Definition

Recount text is a text that tells about past experience or events that can be based on the author's personal or historical events. This type of the text is chosen as means in which the students write. It is selected since they can feel free explore the story that is base on their personal experience and eventually convert their ideas into written from.<sup>37</sup>

---

<sup>35</sup> Ibid, 150.

<sup>36</sup> Ibid, 167.

<sup>37</sup> Ayu Sonia Habibah F, *Students' Reading Techniques Difficulties in Recount Text* (Indonesia University of Education: Journal of English Education, 2016), 8.

The purpose of recount text is to inform and entertain the readers. To attain its purpose, the text needs to involve several step namely, an orientation which lets the reader know who is involved, where, when and others and the retelling of a series of events in chronological sequence.<sup>38</sup>

#### **b. The generic structure**

The generic structures of recount text there are:<sup>39</sup>

- 1) Orientation is the first paragraph that give background information about who, what, where, and when.
- 2) Event tell the events usually recounted in chronological order, named; event 1, event 2, event 3.
- 3) A personal comment and or evaluative remarks, which are interspersed through the record of events named evaluation.
- 4) Re-orientation which “round off” the sequences of events or retell about what happened the end.

#### **c. Language features**

The language features usually found in a recount there are:<sup>40</sup>

---

<sup>38</sup> Ibid,8

<sup>39</sup> Natanael et al, *The Effectiveness of Using Recount Text to Improve Writing Skill* (IOSR journal of Humanities and Social Science, volume 19, Issue 1, 2014), 57.

<sup>40</sup> Ibid, 57.

- 1) Use of nouns and pronouns to identify people, animals or things involved.
- 2) Use of past action verbs to refer the events.
- 3) Use of past tense to located events in relation to speaker's or researcher's time.
- 4) Use conjunctions and time connectives to sequence the event.
- 5) Use of adverb and adverbial phrase to indicate place and time.
- 6) Use of adjectives to describe nouns.

### **3. THIEVES Strategy**

#### **a. Definition**

Strategy is one of the important aspects for the teacher in order to get success and to solve the problem in the learning process. A strategy can be defined as a mental plan of action designed to achieve a specific purpose.<sup>41</sup> There are many strategies that can be used in teaching reading such as THIEVES strategy. THIEVES is an acronym for Title, Heading Introduction, Every first sentence, Visual / Vocabulary, End of the text and Summary.

THIEVES strategy as a teaching strategy was affective in teaching reading especially for senior high school. This strategy helps the students to improve their enthusiasm and attention in the process of

---

<sup>41</sup> Peter Westwood, *Reading and Learning Difficulties* (Australia: Australia Council for Educational Research Ltd,2001),10.



teaching and learning English, especially reading comprehension. Their vocabulary and understanding of new words also improve. In relation to their comprehension of reading text, the students are able to identify main ideas and supporting details of paragraphs correctly.<sup>42</sup> According to Margaret Bouchard Previewing text strategy is to teach students to generate question and set purposes that will lead to more proficient processing of information. It aids students in making predictions about the text and can pique their interest, and increasing their motivation to read.<sup>43</sup>

According to Manz, THIEVES is previewing strategy that set the purpose for reading using easily remembered acronym. Students learn how “steal” information from the title, headings, introduction, every first sentence, visuals /vocabulary, end of the chapter question and Summary. In other words, THIEVES may be presented as an individualized learning tool for students. This strategy a unit of study in which students learn a range of reading warm up activities and understand individual differences and preferences related to reading process. Self-directed worksheets may be created to support students in their early application of THIEVES strategy. During preliminary

---

<sup>42</sup> Miftahul Jannah R, *Implementation THIEVES Teaching Strategy to Improve Students' Reading Comprehension* ( Classroom Action Research at The Second Grade of SMAN 1 Bulukamba in Academic Year 2016/2017), Alauddin State Islamic University of Makassar 2017.

<sup>43</sup> Margaret, Bouchard, *Comprehension Strategies for English Language* (USA :Scholastic Inc,2005),49.

applications of THIEVES strategy, students are encouraged understand what they preview. This intensifies the process, adding an active sensory component. It also enables the teacher or the researcher to observe the students in learning process by using THIEVES strategy<sup>44</sup>.

This strategy is helpful for trying to determine what is important in a place of information text. This definition emphasize that THIEVES make the reading that much easier. The students will find that, after reading the content of the text, they will be easy to find the most important information that they need about the text because they know to be a THIEVES<sup>45</sup>

It can be concluded that THIEVES strategy can be used the teacher in teaching reading. This strategy not only simple in procedure but also can help the students to activated there background knowledge in other to comprehend reading text.

#### **b. The procedures of THIEVES strategy**

There are step in doing THIEVES strategy. The procedure of using THIEVES strategy is described as the following:<sup>46</sup>

- 1) Tell students to preview the chapter prior to reading it.

---

<sup>44</sup> Manz, S. L, *A Strategy for Previewing Textbooks: Teaching Readers to become THIEVES* (New York: Journal The Reading Teacher Vol 55 no 5, 2002), 434- 435.

<sup>45</sup> Adrienne Gear, *Nonfiction Reading Power* (Canada: Stand house publisher, 2008), 91.

<sup>46</sup> Judy Tilton Bruner, *Now I Get IT: Differentiate, Engage, and Read for Deeper Meaning* (Unite State of America: Roman & Littlefield Publisher Inc, 2012), 173.

2) The teacher writes component of THIEVES on whiteboard and explained the THIEVES acronym.

a) Title

Look at the title, and think about what will be included in the text. Think about what is already known about the topic.

b) Heading

Look at the heading. Think of ways to turn the heading into a question.

c) Introduction

Read the introductory paragraph and think of what is most important.

d) Every first Sentence

Read every first sentence for each paragraph

e) Visual and Vocabulary

Look at photograph, maps, and other graphics. What do they illustrate? Look for important vocabulary words, and define them in the content.

f) Ending

Read the last paragraph and think of what is most important.

g) Summary

Collaborate the all of previous component of THIEVES and make summary from them.

- 3) Facilitate student learning by modeling how to use this strategy until such time as they are comfortable with the step in the process.
- 4) The students are work individually.
- 5) The teacher selects a recount text the appropriate reading level. Teacher selects one of recount text which appropriate with the reading level with the eleventh grade.
- 6) The teacher gives students THIEVES worksheet and ask them to complete the worksheet based on text.
- 7) 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.

**c. The advantages of THIEVES strategy**

Base on the concept of THIEVES, the advantages of this strategy are:<sup>47</sup>

- 1) Requires moderate advance preparation from the teacher.
- 2) Makes acronym easy to remember.
- 3) Easy adapted for independent studying.
- 4) Serves as study guide for students that lack a successful method of study.
- 5) Helps students monitor comprehension.

---

<sup>47</sup> Ibid, 174.



#### **D. Hypothesis**

Hypothesis is a temporary answer to the problem of theoretical research that is considered most likely and highest levels were correct.

There are two hypotheses:

Ha : There is significant do the students who are before taught by using THIEVES strategy get better score than those who are after taught by using THIEVES strategy at the eleventh grade students of MA Putri Ma'arif Ponorogo in academic year 2017/2018.

Ho : There is no significant do the students who are before taught by using THIEVES strategy get better score than those who are after taught by using THIEVES strategy at the eleventh grade students of MA Putri Ma'arif Ponorogo in academic year 2017/ 2018.

Hypothesis in this research is : Ha : There is significant do the students who are before taught by using THIEVES strategy get better score than those who are after taught by using THIEVES strategy at the eleventh grade students of MA Putri Ma'arif Ponorogo in academic year 2017/2018.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.<sup>48</sup> This research applied quantitative research. Quantitative research uses objective measurement to gather numeric data that used to answer question or test predetermined hypotheses.<sup>49</sup> According to Daniel Muijs quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).<sup>50</sup> In this research, the researcher used quantitative research, because the result of the students' achievement in pre-test and post-test will be explained in the language mathematic, evaluated consequently and also interpreted by appropriate statistical procedures. It means that the researcher used the statistical procedure to analyze the data to test the hypotheses of the research.

In quantitative research consist of two kinds. They are experimental and non-experimental research design. Experimental research involves a study

---

<sup>48</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Third Edition* (United State of America: SAGE, 2009), 1.

<sup>49</sup> Donald Ary et, all, *Introduction to research in Education Eight Edition* (USA: Wadsworth, Cengage Learning 2010), 22.

<sup>50</sup> Daniel Muijs, *Doing Quantitative Research in Education with SPSS* (London: British Library , Cataloguing in publication data, 2004),1.

of the effect of the systematic manipulation of one variable on another variable and non experimental research the researcher identifies variables and may look for relationship among them but does not manipulate the variable.<sup>51</sup> In this research, the researcher used experimental research design. This research employed pre-experimental design that consist of pre-test, treatment, and post-test. This research was called one- group pretest- posttest design usually involves three steps, as follow:

1. Administering a pretest measuring the dependent variable.
2. Applying the experimental treatment X to the subjects.
3. Administering posttest, again measuring the dependent variable.

Differences attributed to application of the experimental treatment are then evaluated by comparing the pre-test and post-test scores. The design of the research as bellow:<sup>52</sup>

**Table 3.1 The Design of One Group Pre - test Post - test**

Pre-test	Independent	Post-test
Y <sub>1</sub>	X	Y <sub>2</sub>

Note:

Y<sub>1</sub> : Pre-test

X : Treatment by Using THIEVES strategy

---

<sup>51</sup> Donald Ary et, all, *Introduction to research in Education Eight Edition* (USA: Wadsworth, Cengage Learning 2010), 26.

<sup>52</sup> Ibid, 303- 304.



$Y_2$  : Post-test

In this research, the procedures of one-group pretest posttest design are:

1. Administering a pre-test measuring teaching reading of eleventh grade students of MA Putri Ma'arif Ponorogo.
2. Applying the experimental treatment X to the subjects (eleventh grade students of MA Putri Ma'arif Ponorogo).
3. Administering post-test measuring teaching reading of eleventh grade students of MA Putri Ma'arif Ponorogo.

Based on the experimental design used pre-experimental design used pre-experimental research design (one group pre-test post-test design) that consist of pre-test ( $Y_1$ ), treatment (X), and post-test ( $Y_1$ ). The researcher used this design because pre-test ( $Y_1$ ) is a test which is done to measure the students' ability in the in the first test (pre-test). At the beginning, the students are given standardized test that appears to be a good measure the score before given the treatment. After conducted pre-test, the researcher gave the treatment (X) by using THIEVES strategy to the students. Lastly, at the end of treatment, the students are given the post-test ( $Y_2$ ) the effectiveness will be known after knowing the significant difference score between the students who are thought before using THIEVES strategy and those who are taught after using THIEVES strategy.

## **B. Population and Sample**

### **1. Population**

Population means characteristics of a specific group.<sup>53</sup> Population is defined as all members of any well-defined class of people, events, or objects.<sup>54</sup> Base on the explanation above, population is the whole object used by the researcher.

The population of this study was class X1 of MA Putri Ma'arif Ponorogo, in which the total of class X1 is one class and total of them are 22 students and this research just conducted in one class. In this research, the researchers use one class because the researcher only wants to know the effectiveness of THIEVES strategy for teaching reading.

### **2. Sample**

The small group that is observed is called a sample. Sample is portion of a population.<sup>55</sup> A sample is a small subgroup chosen from the larger population.<sup>56</sup> It means that sample is part of population from which data is taken. Study of sample is used as means to find the information about the population. The sampling technique applied in this research is purposive sampling. The purposive sampling technique, also called judgment sampling,

---

<sup>53</sup> Prabhat Pandey and Meenu Mirsha Pandey, *Research Methodology: Tools And Techniques* (Romania : Bridge Center, 2015), 41.

<sup>54</sup> Donald Ary et, all, *Introduction to research in Education Eight Edition* (Unite States of America: Wadsworth, Cengage Learning 2010), 148.

<sup>55</sup> Ibid, 148.

<sup>56</sup> Kenneth S. Bordens and Bruce B. Abbott, *Research Design and Methods: A process Approach Eight Edition* (Indiana University: Purdue University Fort Wayne, 20011), 163.

is the deliberate choice of a participant due to the qualities the participant processes. It is a nonrandom technique that does not need underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience.<sup>57</sup> And then the sample that chosen the researcher was class X1, which consist of 22 students.

### **C. Instrument of Data Collection**

In quantitative research, researchers used the instrument to collect data. Instrument used to measure the value of the variable to be studied. Thus, the number of instruments that will be depends on the number of variables studied. In this research, the researcher using reading test to collect the data.

In this research, the test was constructed by the researcher based on the standardized procedure making test. The test is divided in two parts. They are pre-test and post-test. The pre-test is directed in the beginning study before treatment. Pre-test was to gain information about scores the students achievement before the treatment as the teaching process. Post-test was to gain information about scores the students achievement after the treatment process finish. The instruments of data collection can show as the table below:

---

<sup>57</sup> Ilker et, all, *Comparison of Convenience Sampling and Purposive Sampling* (American Journal of Theoretical and Applied Statistics, vol. 5, No.1, 2016), 2.

**Table 3.2 The Indicator Instruments of Data Collection**

<b>Title of Research</b>	<b>Indicator</b>	<b>Item of Instrument</b>
The Effectiveness of THIEVES strategy for teaching reading at the eleventh grade students of MA Putri Ma'arif Ponorogo in academic year 2017/2018	Students are able to find main idea.	1,17,19,
	Students are able to find the word reference.	27,30,
	Students are able to find the meaning certain word based on context	2, 3, 4, 5, 11,13, 14,15,18 20, 24 25, 29,
	Students are able to find explicit and Implicit information	6, 7, 8, 12, 16, 22, 23, 26, 28,

The researcher gave 30 items of multiple choices (objective test) and recount text as a material in this research. The student's choice items by took

60 minutes to completed. And then, the researcher will give score one (1) in one number if the answer the test correctly and then the researcher gives score zero (0) if the answer the test incorrectly. And the last, in every number if the answer is correct, so if the all of answer the test is correct the total score is 100. To get the 100 score the researcher used accumulation. The score

$$\text{student's} = \frac{\text{The getting score}}{\text{Score maximum}} \times 100$$

#### **D. Technique of Data Collection**

The use of the right technique in collecting data is important to take the objective data. Technique of data collection is all ways that used by research.

##### **a. Documentation**

The researcher used documentation to the archival data that helps the researcher to collect the data. According to Suharsimi Arikunto, “the document method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine inscription, notes of a meeting, agenda etc.<sup>58</sup> in this research, the documentation technique was used to get the data related with research, there are about students’ name, condition of students and teacher or staff, vision , mission, goals, facilities, infrastructure, and the structure organization of MA Ma’arif Putri Ponorogo.

---

<sup>58</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu pendekatan praktik* (Jakarta: PT. Rineka Cipta, 2006),231.

## **b. Test**

Besides document to the archival data, the researcher also used data from result of the test. Tests are valuable measuring instruments for educational research. Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.<sup>59</sup> According to Douglas Brown, A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>60</sup> The researcher used test as a technique of data collection of this research because the students' reading scores could be known by using test. Therefore, the researcher can measure the students' ability easily. The test from was objective. There were 30 multiple choice items and recount text as a material in this research. The test was applied twice. There are pre-test and post-test.

Good instrument must fulfill two important requirements they have been validity and reliability.

### **a. Validity**

Validity is the most important consideration in developing and evaluating measuring instruments. Validity means the extent to which

---

<sup>59</sup> Donald Ary et, all, *Introduction to research in Education Eight Edition* (United States of America: Wadsworth, Cengage Learning, 2010), 201.

<sup>60</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (Longman, 2000), 3.

inferences made from assessment result appropriate, meaningful, and useful in terms of the purpose of the assessment.<sup>61</sup>

Validity means the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use.<sup>62</sup> It means that the good instrument that used by the researcher is valid if the measurement of the data is valid.

In this research, the researcher used SPSS 16.0 program from the windows to measure the validity instruments. The analysis is used to find out the  $r_{xy}$ , and then counted with  $r_{table}$  with 5% significance level for product moment with df or db is  $n-r$ . The  $r$  index is 0,432. If the value of  $r_{xy}$  is higher than the value of  $r_{table}$  it means that the item valid. If the value of  $r_{xy}$  is lower that the value of  $r_{table}$  it means that item is valid.

---

<sup>61</sup> Ibid, 22.

<sup>62</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition* (United States of America: Pearson Education, 2012), 159.

**Table 3.3 the result of validity**

<b>Item Number</b>	<b>“r” calculated</b>	<b>“r” index</b>	<b>Criteria</b>
1	0,653	0,432	Valid
2	0,350	0,432	Invalid
3	0,718	0,432	Valid
4	0,519	0,432	Valid
5	0,711	0,432	Valid
6	0,629	0,432	Valid
7	0,580	0,432	Valid
8	0,269	0,432	Invalid
9	0,217	0,432	Invalid
10	0,316	0,432	Invalid
11	0,408	0,432	Invalid
12	0,246	0,432	Invalid
13	0,680	0,432	Valid
14	0,695	0,432	Valid
15	0,689	0,432	Valid
16	0,772	0,432	Valid
17	0,489	0,432	Valid
18	0,593	0,432	Valid
19	0,671	0,432	Valid
20	0,709	0,432	Valid
21	0,498	0,432	Valid
22	0,160	0,432	Invalid
23	0,671	0,432	Valid
24	0,022	0,432	Invalid
25	0,494	0,432	Valid
26	0,442	0,432	Valid
27	0,524	0,432	Valid
28	0,687	0,432	Valid
29	0,713	0,432	Valid
30	0,455	0,432	Valid

Based on the table above, among 30 questions, there were 22 items about with declared valid were the item number 1, 3, 4, 5, 6, 7,13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 25, 26, 27, 28, 29,and 30. Therefore, those



valid questions will be used in this research as the test for collecting the data.

And then, to test the validity and reliability the researcher took sample 22 respondents used 30 items of reading test. Validity of the calculated item instrument was about recount text too. The correlation positive when  $r_{xy} > 0,432$ , so the question item is valid, and if  $r_{xy} < 0,432$ , so the question item is invalid.

#### **b. Reliability**

Reliability indicates how consistently a test measures whatever it does measure.<sup>63</sup> Reliability means that scores from an instrument are stable and consistent.<sup>64</sup> An instrument said reliable if the result of measurement on same tastes gives consistent or stables result. The result of reliability calculated is presented in the following table:

**Table 3.4 the result of Reliability**

Reliability Statistics	
Cronbach's Alpha	N of Items
.904	30

Based on the calculation of result of reliability, the value of reliability was the value of the students' variable reliability instrument

---

<sup>63</sup> Donald Ary et, all, *Introduction to research in Education Eight Edition* (USA: Wadsworth, Cengage Learning 2010), 224.

<sup>64</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition* (United States of America: Pearson Education, 2012), 159.

is 0,904. Test is reliable if  $r_{xy} > r_{table}$  .it means that the instrument not only valid but also reliable because the index of reliability is 0,904, it's higher than r index that showed 0,432.

#### **E. Technique of the Data Analysis**

In this research the researcher used data analysis technique to know the different score between the students in teaching reading before and after taught by using THIEVES strategy. This technique of data analysis belongs to quantitative data analysis and the data analyzed statistically by using T-test. In this case, the researcher counts the data answer the statement of the problems and try to test the hypothesis. Before testing the data by using T-test, the data must fulfill the assumption in which the data must be normally distributed. Therefore, normality test must be provided. To know the normality, the researcher used Kolmogorov-smirnov test with SPSS 16.0 program. An then, the researcher determining the different score between the students in teaching reading by using T-test formula, the steps as follows:

a. Formulated the hypothesis

Ha: There is a significant difference score in reading before and after the students who are taught by using THIEVES strategy And who are not taught by using THIEVES strategy .

Ho: There is no significant difference score in reading before and after the students who are taught by using THIEVES strategy. And who are not taught by using THIEVES strategy.

b. Calculated the data by using SPSS 16.0 for window.



## CHAPTER 1V

### RESEARCH RESULT

#### A. Research Location

##### 1. Background of the School

##### a. Geographical Location and Status of the School

The researcher conducted the research at MA Ma'arif Putri Ponorogo. It is located at Sultan Agung street No. 81 Ponorogo district Ponorogo regency. This Madrasah is a same location with the Islamic Junior High School Putri Ma'arif Ponorogo, so that both of them have a history of standing almost the same. Both Madrasahs have the name of Madrasah Mu'allimat.

In short, the Islamic Junior High School Putri Ma'arif Ponorogo was founded in 1955 with its original name "Madrasah Tsanawiyah Nahdlotul Ulama ". The location occupied SRNU ( *Sekolah Rakyat Nahdlotul Ulama* ) which is now the Ma'arif Ponorogo Elementary School, located in NU Mosque complex at Sultan Agung street No.81 Ponorogo, for riding in the SRNU building, the teaching and learning activities at the madrasah are held in the afternoon day.

Along with the development of education and increasing students, the institution Ma'arif Ponorogo, which is a foundation that handles Madrasah offers a policy for Madrasah Tsanawiyah NU is entered in the morning. Because the condition of madrasah at that time did not have its own

building, then finally in 1956 Madrasah this was transferred to Durisawo cottage. Since this migration, teaching and learning activities in Madrasahs are held in the morning.

Furthermore, by taking into consideration the direction and suggestions of NU Syuriah and the management of Ma'arif NU Institution of Ponorogo branch, the learning activities in Madrasah are separated between the male students and the female students. In a period of approximately three years, precisely in 1958, the institution Ma'arif NU education Ponorogo branch should start thinking about the continuation of learning from Madrasah Tsanawiyah students who have completed their studies. In other words, to accommodate the interest of alumni to learn so, the school was built. Finally, *Madrasah Tsanawiyah* for male students was changed to "*Mu'allimin Lengkap NU Enam Tahun*" and occupies the building of SMP NU (now SMP Ma'arif I JI Batoro Katong Ponorogo). While MTs Putri changed its name to "*Madrasah Mu'allimat Lengkap Enam Tahun*" and re-occupied the location around the NU Mosque on Sultan Agung street No.81 Ponorogo.

In that year, *Madrasah Aliyah Putri Ma'arif* started, namely by the increase of third grade students to fourth grade Madrasah Mu'alimat NU Ponorogo. However, due to lack of complete management of Madrasah administration at that time, Madrasah Aliyah Mu'allimat which is the

continuation of MTs Putri, newly endorsed by Ma'arif educational institutions. Established on January 1, 1962 with the deed of ratification of the founder by LP Ma'arif branch Ponorogo, number 02/MA/62/1982. In subsequent developments, related to the policy dynamics of the government through the 3rd Ministerial decree of 1978 requires that a full six-year Madrasah Mu'allimat is changed into MTs and MA levels. And finally for the students of class 1,2,3 become MTs Putri Ma'arif and the students of grade 4,5,6 become MA Putri Ma'arif.

**b. Vision, Mission, Goals**

**1) Vision**

The realization of students who excel in IMTAQ and science and technology as well as good attitude *Ahlusunnah Wal Jama'ah* perspective.

**2) Mission**

- a) Raising the quality of education in accordance with the demands of society and the development of science and technology.
- b) Increasing achievement in the extracurricular field according to existing potency.
- c) Implementing learning and guidance optimally in accordance with its potential.
- d) Inculcating the religious insight of *Ahlusunnah Waljama'ah*.

### 3) Goals

- a) Preparing learners in order to develop themselves in line with the development of science and technology inspired by the teachings of Islam.
- b) Preparing learners to be able to become members of the community in reciprocal relationships with the surrounding social and cultural environment.
- c) Prioritize educational services to the participants in order to minimize the number of dropouts.

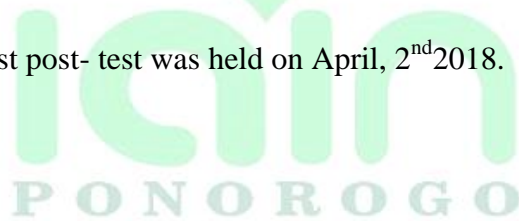
#### c. Short Profile School / Madrasah

School Name	: MA Putri Ma'arif Ponorogo
Madrasah Statistics Number	: 131235020031
Name of Principal	: Mustofa Kamali, S.Ag
Date of Incorporation	: January 1, 1962
Accreditation Level	: Accredited B
Status	: Private
Foundation Name	: Yayasan LP Ma'arif NU branch Ponorogo
Number of Students	: 53
Number of Rombels	: 3
Number of Teachers	: 14

Number of Education Personnel : 14  
Madrasah Address : Sultan Agung street No. 81  
Ponorogo  
Kelurahan : Bangunsari  
District : Ponorogo  
Regency : Ponorogo  
Province : East Java  
Postal Code : 63411  
No. Tel. : 0352-481 973

## **2. Research Schedule**

There were five meetings in this research: pre- test, first treatment, second treatment, third treatment with THIEVES strategy; and the last were post-test. The pre- test was held on March, 5<sup>th</sup>2018. The first treatment was held on March, 6<sup>th</sup> 2018, then the second was held on March, 13<sup>th</sup> 2018 and the third treatment was held on March, 19<sup>th</sup> 2018. And the last post- test was held on April, 2<sup>nd</sup>2018.





**Table 4.4 The Result Research Time**

<b>Date</b>	<b>Activities</b>
March, 5 <sup>th</sup> 2018	Pre-test
March , 6 <sup>th</sup> 2018	First treatment using THIEVES strategy
March, 13 <sup>th</sup> 2018	Second treatment using THIEVES strategy
March, 19 <sup>th</sup> 2018	Third treatment using THIEVES strategy
April , 2 <sup>nd</sup> 2018	Post- test

## **B. Data Description**

In this research, the researcher took the eleventh grade students of MA Putri Ma'arif Ponorogo as the population. The researcher took one class as a sample. It was XI class that consist 22 students. The general procedures of THIEVES strategy are: 1) Tell the students to preview the chapter prior to reading it. 2) Write the component of THIEVES on the whiteboard and explain the THIEVES acronym. 3) Facilitate the students learning how to use this strategy until they are comfortable with the steps 4) Ask the students work individually. 5) Selects a recount text appropriate with the reading level of the eleventh grade. 6) Give the students THIEVES worksheet and ask them to complete the worksheet based on text. 7) Guide the students to complete the components of THIEVES one by one.

Having tested students into pre- test and post- test activity, the researcher had gotten the student's scores in reading text. The data can be seen as follows:

### 1. The result of pre – test

The researcher used multiple choice written tests with 30 item questions to analyze the level score of the students' reading. The table below shows the score of students' reading before they are taught by using THIEVES strategy. The score of students' reading are:

**Table 4.5**

**The score of student's pre-test**

NO	Name	Score
1	Amanda Fitri	53
2	Amri Yunita Sari	50
3	Devi Suciatin	50
4	Diah Nur Cahyani	46
5	Dila Ani Pertiwi	70
6	Fahrul Mar'atus	66
7	Izlina	46
8	Khoirul Ummah	53
9	Mahmudah	40
10	Novita Sari	53
11	Reni Dwi R	60
12	Reni Puspitasari	63
13	Retno Purwaningsih	46
14	Rista Iftriani	40
15	Rita Nopita S	53
16	Siti Faridatul H	66
17	Siti Nur K	56
18	Sri Ratna K	56
19	Triana M	70
20	Ulfa Aminatus S	50
21	Widyaningrum	50

22	Izatul M	30
Total		1167
Mean		53,045

Based on data obtained from written test to 22 the sample indicated that the highest score was 70; there were two students who got the highest and the lowest score was 20; there was one student who got the lowest score. The frequency distribution of students' reading score can be seen clearly on the following table:

**Table 4.6**

**Frequency Distribution of Pre -Test of Students' Reading Scores**

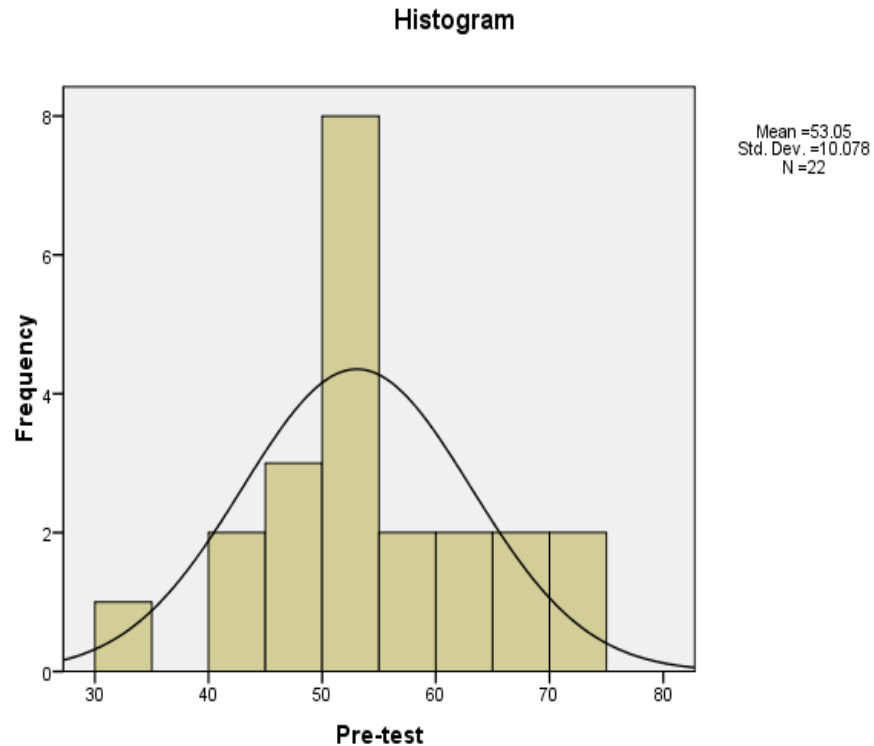
**Pre -Test**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	1	4.5	4.5	4.5
40	2	9.1	9.1	13.6
46	3	13.6	13.6	27.3
50	4	18.2	18.2	45.5
53	4	18.2	18.2	63.6
56	2	9.1	9.1	72.7
60	1	4.5	4.5	77.3
63	1	4.5	4.5	81.8
66	2	9.1	9.1	90.9
70	2	9.1	9.1	100.0

**Pre –Test**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	1	4.5	4.5	4.5
40	2	9.1	9.1	13.6
46	3	13.6	13.6	27.3
50	4	18.2	18.2	45.5
53	4	18.2	18.2	63.6
56	2	9.1	9.1	72.7
60	1	4.5	4.5	77.3
63	1	4.5	4.5	81.8
66	2	9.1	9.1	90.9
70	2	9.1	9.1	100.0
Total	22	100.0	100.0	

From the table above, could be seen that the score of students in reading was varieties. There were 4,5% or 1 student got the score 30, 9.1% or 2 students got the score 40, 13.6% or 3 students got the score 46, 18.2 % or 4 students got the score 50, 18.2 % or 4 students got the score 53, 9.1 % or 2 students got the score 56, 4.5% or 1 student got the score 60, 4.5 % or 1 student get the score 63, 9.1% or 2 students get the score 66, 9.1 % or 2 students get the score 70. Based the table above, the histogram can be seen in as follow:



**Figure 4.1 Histogram of Pre -Test of Students Reading Score**

From the histogram above, it is stated that  $M = 53,05$  and  $SD = 10,078$ . To determine the category of the teaching reading was good, medium, or poor, the researcher grouped scores using the standard as follows:

- a. More than  $M + 1. SD$  ( $53,05 + 10,078 = 63,128$ ) is categorized into good.
- b. Between  $M - 1. SD$  ( $53,05 - 10,078 = 42,97$ ) to  $M + 1.SD$  ( $53,05 + 10,078 = 63,128$ ) is categorized into medium.
- c. Less than  $M- 1.SD$  ( $53,05 - 10,078 = 42,972$ ) is categorized into low.

Thus it can be seen that the score which are more than 63 is considered into good, which are less than 42 is categorized into low and the score 42 – 63 is categorized medium. That the categorization can be clearly seen in the following:

**Table 4.7**

**The Categorization of Pre –Test of Students Reading Score**

No.	Score	Frequency	Percentage	Category
1.	More than 63	4	18,2%	Good
2.	Between 42- 63	15	68,2 %	Medium
3.	Less than 42	3	13,6%	Low
Total		22	100 %	

From the categorization above can be seen that the students' in teaching reading score showed that 18, 2 % in the good category, 68, 2% in a medium category, and 13, 2 % in a low category.

**2. The Result of Post -Test**

The researcher used the written test to analyze the score of students' in reading. The researcher has been gotten the post test score from students' written test in experimental class. The table below showed the score of the post test of students after taught by using THIEVES strategy.

**Table 4.8****The Score of Students' Post Test**

<b>NO</b>	<b>Name</b>	<b>Score</b>
1	Amanda Fitri	86
2	Amri Yunita S	73
3	Devi Suciatin	80
4	Diah Nur C	63
5	Dila Ani P	96
6	Fahrul M S	80
7	Izlina	90
8	Khoirul U	60
9	Mahmudah	63
10	Novita Sari	86
11	Reni Dwi R	70
12	Reni P	96
13	Retno P	86
14	Rista F	70
15	Rita Nopita S	83
16	Siti Faridatul H	93
17	Siti Nur K	76
18	Sri Ratna K	70
19	Triana M	90
20	Ulfa A.S	80
21	Widyaningrum	70
22	Izatul M	70
Total		1731
Mean		78,682

Based on data obtained from the written test to 22 the sample indicated that the students' score in reading after taught by using THIEVES strategy. The highest score was 96; there were 2 students who got the highest score and the lowest score was 60; there was 1 student who

has the lowest score. The frequency distribution of students' reading on post test can be seen clearly on the following table:

**Table 4.9**

**Frequency Distribution of Post -Test of Students Reading score**

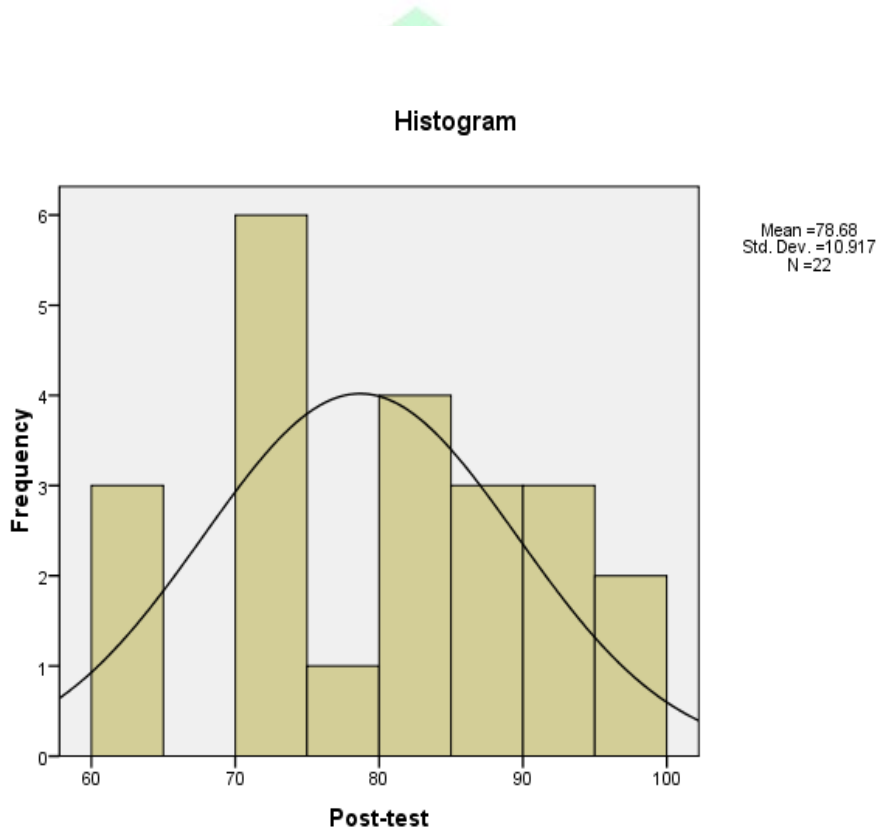
**Post Test**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	1	4.5	4.5	4.5
63	2	9.1	9.1	13.6
70	5	22.7	22.7	36.4
73	1	4.5	4.5	40.9
76	1	4.5	4.5	45.5
80	3	13.6	13.6	59.1
83	1	4.5	4.5	63.6
86	3	13.6	13.6	77.3
90	2	9.1	9.1	86.4
93	1	4.5	4.5	90.9
96	2	9.1	9.1	100.0
Total	22	100.0	100.0	

From the table above, could be seen that the score of students in reading was varieties. There were 4, 5 % or 1student got the score 60, 9, 1% or 2 students got the score 63, 22, 7 % or 5 students got the score 70, 4,5% or 1 student got the score 73, 4,5 % or 1 student got the score 76,



13,6% or 3 students got the score 80, 4,5% or 1 student got the score 83,  
 13,6% or 3 students got the score 86,9,1% or 2 students got the score 90,  
 4,5% or 1 student got the score 93, 9,1 % or 2 students got the score 96.  
 Based on the table above, histogram can be seen in as follow:



**Figure 4.2 Histogram of Post Test of Students Reading score**

From the histogram above, it is stated that  $M = 78,68$  and  $SD = 10,917$ . To determine the category of the teaching reading was good, medium or poor, the researcher grouped scores using the standard as follows:

- a. More than  $M + 1.SD$  ( $78,68 + 10,917 = 89,597$ ) is categorized into good.
- b. Between  $M - 1.SD$  ( $78,68 - 10,017 = 67,763$ ) to  $M + 1.SD$  ( $78,68 + 10,917 = 89,597$ ) is categorized into medium.
- c. Less than  $M - 1.SD$  ( $78,68 - 10,917 = 67,763$ ) is categorized into low.

Thus it can be seen that the score which are more 89 is considered into good, while the scores which are less than 67 is categorized into low and the score between 67 – 89 is categorization can be clearly seen in the following :

**Table 4.10**

**The Categorization of Post -Test of Students Reading score**

No.	Score	Frequency	Percentage	Category
1.	More than 89	5	13,6 %	Good
2.	Between 67-89	14	63,6 %	Medium
3.	Less than 67	3	22,8 %	Low
Total		22	100 %	

From the categorization above can be seen that the students' in teaching reading score showed that 13, 6 % in the good category, 63, 6 % in a medium category, and 22, 8 % in a low category.

### 3. The Result of Assumption Test for Parametric Statistic

#### a. Normality Test

1) Formulated hypotheses

Ho: the data was normally distributed

Ha: the data was not normally distributed

The calculation used SPSS 16 program for windows as follow:

**Table 4.11**

#### The Result of Normality Test

##### One-Sample Kolmogorov-Smirnov Test

		Pretest	posttest
N		22	22
Normal Parameters <sup>a</sup>	Mean	78.68	78.68
	Std. Deviation	10.917	10.917
Most Extreme Differences	Absolute	.150	.150
	Positive	.150	.150
	Negative	-.112	-.112
Kolmogorov-Smirnov Z		.648	.705
Asymp. Sig. (2-tailed)		.795	.702

a. Test distribution is Normal.

Based on table above could be seen that significant. In Kolmogorove-smirnov column for pre- test is 0,705.  $D_{(0,05, 22)}$  from index 2,09 Significant.  $0,705 < 2,09$ . So, Ho was accepted, which means the data was normally distributed. Moreover, the result of kolmogorove-smirnov column for post-

test is 0,702.  $D_{(0,05,22)}$  from index 2, 09. Significant.  $0,702 < 2, 09$ . So,  $H_0$  was accepted, which means the data was normally distributed.

### C. Analysis Data

#### 1. Testing hypothesis

From both the tables of pre test and post test, the researcher compared the mean score of students' in teaching reading before taught by using THIEVES strategy with SPSS 16 program for windows.

**Table 4.12**  
**Paired Sample Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-25.636	9.849	2.100	-30.003	-21.270	-12.209	21	.000

Based on the table above, it can be seen that the result of T-test was 12,209, and t table 2, 08. Since the result of T- test is higher that t table (t test = 12,209 > t table = 2, 08). Then, the result of significant value 2 tailed = 0,000 was smaller than 0, 05. It means that  $H_0$  is rejected and  $H_a$

is accepted. Therefore, THIEVES strategy is effective for teaching reading.

#### D. Discussion

From the computation above, it was shown that the different coefficient of students taught by THIEVES strategy in teaching reading is 12,209. It was used to find out whether the different coefficient was a significant coefficient or not.

T observation ( $t_0$ ) at 12,209 from the computation above would be compared to the t table ( $t_t$ ) with the condition stated below:

1. If the result of t test  $>$  t table,  $H_0$  was rejected and  $H_a$  is accepted.
2. If the result of t test  $<$  t table,  $H_a$  was rejected and  $H_0$  was accepted.

To determine the  $t_0$  was by checking db and consulted with  $t_t$  score.<sup>65</sup>

$$\begin{aligned} db &= n-1 \\ &= 22-1 \\ &= 21 \end{aligned}$$

From the db score, the researcher could know that in 5% significant level  $t_0 = 12, 209$  and  $t_t = 2, 08$ . So, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. Based on this statement, the researcher interprets that there was significant difference in students' reading score before and after taught by using THIEVES strategy.

---

<sup>65</sup> Retno Widyaningrum, *Statistika* ( Yogyakarta : Pustaka Felicia, 2014) 158.

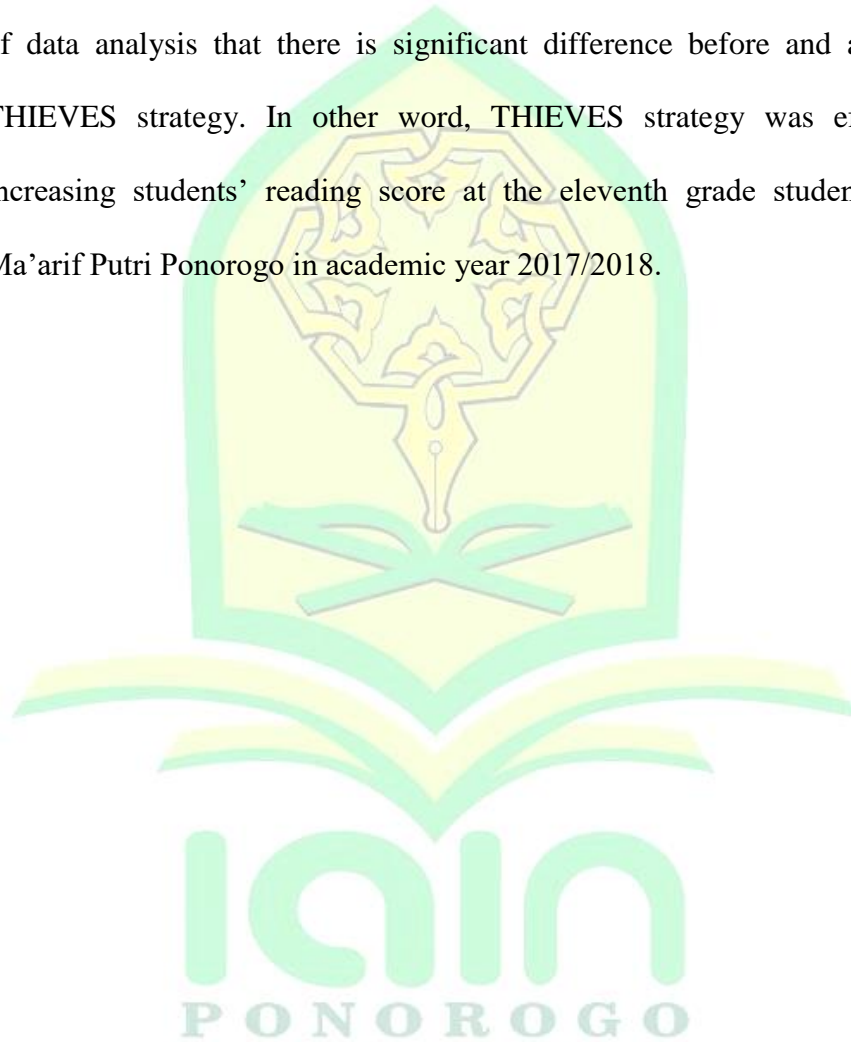
The result of the research was stating that applying THIEVES strategy in teaching reading is effective. It was proved by the significant difference score of students in reading between before and after taught by using THIEVES strategy. So it means that the result of this research was verified the theory by Manz, THIEVES is previewing strategy that set the purpose for reading using easily remembered acronym. Students learn how “steal” information from the title, headings, introduction, every first sentence, visuals /vocabulary, end of the chapter question and Summary. In other words, THIEVES may be presented as an individualized learning tool for students. This strategy is a unit of study in which students learn a range of reading warm up activities and understand individual differences and preferences related to reading process. Self-directed worksheets may be created to support students in their early application of THIEVES strategy. During preliminary applications of THIEVES strategy, students are encouraged understand what they preview. This intensifies the process, adding an active sensory component. It also enables the teacher or the researcher to observe the students in learning process by using THIEVES strategy<sup>66</sup>.

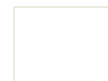
Based on theory, THIEVES strategy can improve students’ ability in reading. This strategy not only simple procedure but also can help the students to be more active there background knowledge in other to comprehend

---

<sup>66</sup> Manz, S. L, *A Strategy for Previewing Textbooks: Teaching Readers to become THIEVES* (New York: Journal The Reading Teacher Vol 55 no 5, 2002), 434- 435.

reading text. The theory above is accepted by the researcher, especially in understanding in teaching reading at Senior high school. Based on the result above imply that the use of THIEVES strategy in teaching reading gives positive effect to students' in reading ability. It has been verified by the result of data analysis that there is significant difference before and after using THIEVES strategy. In other word, THIEVES strategy was effective in increasing students' reading score at the eleventh grade students of MA Ma'arif Putri Ponorogo in academic year 2017/2018.





## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the research problem and data analysis, the researcher draws the conclusion of this research as follows:

There is a significant difference on students' reading score before and after taught using THIEVES strategy to the eleventh grade students of MA Ma'arif Putri Ponorogo in academic year 2017/2018. It based on the data analysis where the result of t-test is 12,209 and t-table in 5 % significance is 2, 08. It means that t-test is higher than t-table. So,  $H_a$  is accepted and  $H_0$  is rejected.

Besides, the use of THIEVES strategy for the X1 class can improve the students' in reading score. It is shown by the mean score of pre-test. The mean score of pre- test before taught by using THIEVES strategy is 53,05 and the mean score of post- test after taught by using THIEVES strategy is 78,68.

#### B. Suggestion

After getting the result of this study in this research, the researcher would like to give some suggestions as follows:

1. For the teacher
  - a. It will be better for teacher to use THIEVES strategy as an strategy or technique in teaching reading, because it can make the students more understand about materials.





## BIBLIOGRAPHY

- American: Journal of Theoretical and Applied Statistics, vol. 5, No.1, 2016)
- Anderson, Neil j. and David Nunan. *Practical English Language Teaching*.New York: McGraw- Hill Companies. 2003.
- Arikunto, Suharsimi .*Prosedur Penelitian Suatu pendekatan praktik* .Jakarta: PT. Rineka Cipta.2006.
- Ary Donald et, all. *Introduction to research in Education Eight Edition*.USA:
- Bordens, Kenneth S. and Bruce B. Abbott. *Research Design and Methods: A process Approach Eight Edition*. Indiana University: Purdue University Fort Wayne.20011.
- Bouchard, Margaret. *Comprehension Strategies for English Language*.USA: Scholastic Inc.2005.
- Brown, H. Douglas. *Language Assessment Principle and Classroom Practice*. Longman. 2000.
- Brown,H. Douglas. *Principle of Language Learning and Teaching Fourth Edition*. San Francisco: San Francisco State University. 2000.
- Bruner, Judy Tilton. *Now I Get IT: Differentiate, Engage, and Read for Deeper Meaning* .Unite State of America: Roman & Littlefield Publisher Inc.2012.
- Creswell, John w. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*.United States of America: Pearson Education. 2012.
- Creswell,John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Third Edition*.United State of America: SAGE. 2009. Education.2003
- Endy,Sugeng. *Interview in the Teacher office of MA Putri Ma'arif Ponorogo*.2018.
- Gear, Adrienne. *Nonfiction Reading Power* .Canada: Stand house publisher. 2008
- Grabe ,William. and Fredricka L. Stoller, *Teaching and Researching Reading Great Britain: Person Education*.2002.
- Habibah,Ayu Sonia F. *Students' Reading Techniques Difficulties in Recount Text*.
- Harmer, Jeremy .*How to Teach English*. Malaysia :VVP.1998.
- Harmer,Jeremy. *The Practical of English Language Teaching*.Longman: Third Edition.
- Ilker, et. all., *Comparison of Convenience Sampling and Purposive Sampling*. Indonesia University of Education: Journal of English Education. 2016
- Jannah,Miftahul. R. *Implementation THIEVES Teaching Strategy to Improve Students' Reading Comprehension*. Classroom Action Research at The Second Grade of SMAN 1 Bulukamba in Academic Year 2016/2017 Alauddin State Islamic University of Makassar 2017.
- Johnson, Andrew P. *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. United State of America: Rowman and Littlefield Education. 2008.

- Larsen- Freeman, Diane. *Techniques and principles in Language Teaching*. New York: Oxford University Press. 2000.
- Manz, S. L. *A Strategy for Previewing Textbooks: Teaching Readers to become THIEVES*. New York: Journal The Reading Teacher Vol 55 no 5. 2002.
- Margaret, Bouchard. *Comprehension Strategies for English Language*. USA: Scholastic Inc. 2005.
- Mikulecky, Beatrice S. and Linda Jeffries, *More Reading Power*. Longman
- Muijs, Daniel. *Doing Quantitative Research in Education with SPSS*. London: British Library, Cataloguing in publication data, 2004
- Natanael et al, *The Effectiveness of Using Recount Text to Improve Writing Skill* IOSR journal of Humanities and Social Science, volume 19, Issue 1, 2014.
- Nunan, David. *Practical English Language Teaching* America: McGraw-Hill
- Pang, Elizabeth S. et al. *Teaching Reading*. Singapore: International Academy of Education.
- Patel, M. F. and Praveen M. Jain, *English Language Teaching: Method, Tools. and Techniques*. Janipur: Sunrise Publisher and Distributors. 2008.
- Ricards ,Jack C. and Willy A Renandya. *Methodology in Language Teaching: An Anthology of current Practice*. New York: Cambridge University Press. 2002.
- Sulama, Desrayanti. *The Implementation of THIEVES Strategy to Improve Students' Ability in Reading Comprehension* .Classroom Action Research at Mts Hotagodang in Academic Year 2016/2017 The State Islamic University North Sumatra Medan.
- T Linse, Caroline and David Nunan. *Practical English Language Teaching*. Wadsworth, Cengage Learning. 2010.
- Westood, Peter. *Reading and Learning Difficulties*. Australia: Australia Council for Educational Research Ltd. 20010.
- Widyaningrum, Retno .*Statistika* .Yogyakarta: Pustaka Felicia. 2014.

