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The Effect of THIEVES Strategy towards Students' Reading Comprehension of Recount Text

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A B S T R A C T

This research was done because most of the students of Junior High School students still encounter problems in mastering English especialy reading comprehension in recount text. This research used experimental research. The researcher used a quasi experimental design by using the pre-test and post-test control group design. The population of this research was the eight grade students at SMPN 2 Kamang Magek. The sample was VIII.1 which was treated as experimental class and taught by using THIEVES strategy and VIII.2 was treated as control class and taught by using conventional strategy. The alternative hypothesis (Ha) was accepted which means that there is significant difference between using THIEVES strategy and conventional strategy. Then t-obtained both of classes in third hypothesis is (2.24) which was higher than t-table (1.6787) with (α)= 0,05. So, the alternative hypothesis (Ha) was accepted which means that THIEVES strategy is better than conventional strategy in teaching reading comprehension on recount text. So, it can be concluded that the entire hypothesis is accepted.

Keywords: Reading Comprehension, Recount Text, THIEVES strategy

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INTRODUCTION

Reading comprehension is a good way to develop and understand English. In reading comprehension, students should be able to read English text effectively and effeciently. In reading comprehension, the students do not read the text only, but they want to know about the content of the text. To become a good reader, students should have a particular purpose before they interact with the text.

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. Recount text is one of the simplest text types but the students still have problems in comprehending the text. That is reason, the researcher chooses this text to be research.

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 (Linse, 2005). According to Brown, reading comprehension is primarily a matter of developing appropriate, effecient comprehension strategies (Brown, 1988). It means that reading comprehension is ability to understand and

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getting information something in this case, the students are able to answer and understand a reading question forms.

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" (Barwick: 1988). 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 (IOS, 2005). 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.

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 that used by the teacher still conventional. The teacher explained the lesson and then, the teacher asked the students to did assignments. The teacher just asked the students to answer the question based on the text.

Second, there are many students got 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 were 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 were 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.

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 (Manz, 2002).

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.

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 (Manza, 2002). 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.

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 students in learning process (Gusvianti & Triarina, 2012). So, THIEVES strategy is important for students. It is help them do their task effectively and clearly.

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".

METHOD

The researcher used quantitative approach. The researcher used quasi experimental research. Gay also add that an experiment tipically involves two group (two classes), an experimental group and a control group (Gay, 2000). The experimental group and control group were given the same test. Population is the totality subject of the research. 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 (Margono, 2013). The population of this research was all of eight grade students SMPN 2 Kamang Magek in 2019/2020 period. The sample in this research was the eight grade of SMPN 2 Kamang Magek which consist of 48 students from two classes. 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. Data analysis was 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 analyzed the data. To analyze the data, the researcher used the t-test formula to the hypothesis. The researcher used the t-test because the data <30.

FINDINGS AND DISCUSSION

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

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.

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

Data from the pretest of experimental and control 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 pretest scores of the experimental class was explained in the table 4.1 can you see in the appendix.

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.

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 data distributed normally or not and used F-test to obtain whether the data of two classes homogenous or not.

Normality Test of Pre-Test Score of Experimental Class

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

Table 1. The Calculation of Mean Score, Standard Deviation, and Variant of Pre-Test Score in Experimental 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.

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 2. The Calculation of Mean Score, Standard 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 Deviation			**12,24**				
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.

Normality test of post-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 3. 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.

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. The Calculation of Mean Score, Standard 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	-1,46	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.

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

Table 5. 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 = The higher variant
The lower variant

F = 149,82 = 1,040
144,02

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.

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 6. 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 = The higher variant
The lower variant

= 161,91
153,94

= 1,052

Ftab-right = Fa (V1,V2)
= F 0,05 (23,23)
= 2,01

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

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

= 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

Based on the hypothesis that the researcher explained, the researcher had answered the three hypotheses. The first hypothesis in this research : is there any significant effect of using THIEVES strategy to students reading comprehension in recount text. 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 was greater than the mean score of the pre-test 56.25. It can be concluded that the alternative hypothesis (Ha) was accepted because post-test higher than the pre-test. So, there is a significance of using THIEVES strategy towards students reading comprehension in recount text.

The second hypothesis in this **research** : is there any significant difference of students reading comprehension in using THIEVES strategy and who are not taught by using THIEVES strategy. There were two classes involved in this research. One class was assigned as the experimental class and the other one class as the control class. The experimental group was treated by applying THIEVES strategy while the control group was 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 pretest and posttest indicated that the mean scores of experimental and control groups were significantly different. The mean score of the students' posttest in the experimental group was 74,79, while the mean score of the students' posttest in control group was 63,13. The different result of the two groups could be seen from the hypothesis testing. The value of t_{obtain} was bigger than t_{table} (2.24 >1.6787) in the level of 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 eighth grade of SMPN 2 Kamang Magek.

Third hypothesis in this research: is the reading comprehension of the student who was taught by using THIEVES strategy better than the reading comprehension of the

students who were not taught by using Thieves strategy. The researcher assumes that there is difference between THIEVES strategy and conventional strategy. Moreover, the THIEVES strategy make the self-determining and the strategy also focuses to the students' reading comprehension of the text and help them get the information quickly. It is better than the conventional strategy that the teacher used which only comprehend the text itself. The researcher also belief that THIEVES strategy has disadvantages beside advantages.

From this research, the researcher knows that there is a significant effect of using THIEVES strategy toward students reading comprehension in recount text. The experimental class is treated by asking 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 the 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 were after the treatment are called post-test. Then, the researcher gives the difference treatment in both of classes.

In first meeting, the researcher discussed with the students about recount text and then introduced them about THIEVES strategy. Next, the researchers start the lesson by activating the students' prior knowledge about recount text. After that he guided the students to get the details information from the text through THIEVES strategy. In THIEVES strategy, students were given the opportunity to found out the main idea before reading all of the text by using this strategy. The students felt easy to understand what mean from the text based on component of THIEVES. Finally, he guided the students to review the text and help them to find whether there is any missing information during learning process. On the next day, the students enjoy to read recount text by using THIEVES strategy and then answer the question based on the text given by the teacher.

After the researcher gave the treatment, the researcher gave post-test to measure the students' achievement in reading comprehension in 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 is same as pre-test. In conclusion, the experiment class has any effect when the researcher used THIEVES strategy rather than by using conventional strategy. By using THIEVES strategy, the researcher assumed that there is a significant effect of THIEVES strategy to the students reading comprehension in recount text, because the strategy can help the students' can be a self-determining and active reader. The result is suitable with Manz (2013) who states that THIEVES strategy will help students with comprehension by allowing them to preview the text structure in an organized manner (Manz, 2003). This strategy will allow students to steal information before they actually begin reading the text.

CONCLUSIONS

The students' reading comprehension through THIEVES strategy has effect after doing the research. It is showed that 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 was 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 using THIEVES strategy give significant effect toward the students reading comprehension. Then, there was 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 posttest of control class. The used of

THIEVES strategy in teaching reading was better than conventional strategy. It was 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 was 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.

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