**THE EFFECT OF THIEVES (TITLE, HEADING, INTRODUCTION, EVERY FIRST SENTENCE, VISUAL, END OF THE TEXT) STRATEGY ON THE STUDENTS' ABILITY TO COMPREHEND READING TEXT AT YP AL MASDAR BATANG KUIS**

**THESIS**

**Submitted to Faculty of Tarbiyah and Teachers Training UIN-SU Medan as a Partial Fulfillment of the Requirement for the (Degree of Sarjana Pendidikan) S-1 Program By :**

**<u>DEFITRI</u>**
**NIM. 34.14.1.022**

**ENGLISH EDUCATION DEPARTEMENT**
**FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING**
**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**
**MEDAN**
**2018**

**THE EFFECT OF THIEVES (TITLE, HEADING, INTRODUCTION, EVERY FIRST SENTENCE, VISUAL, END OF THE TEXT) STRATEGY ON THE STUDENTS' ABILITY TO COMPREHEND READING TEXT AT YP AL MASDAR BATANG KUIS**

**THESIS**

**Submitted to Faculty of Tarbiyah and Teachers Training UIN-SU Medan as a Partial Fulfillment of the Requirement for the (Degree of Sarjana Pendidikan) S-1 Program**

**By :**

**DEFITRI**
**NIM. 34.14.1.022**

**Advisor I**                                                            **Advisor II**

**Dr. Abdillah, M.Pd**                                    **Ernita Daulay, S.Pd., M.Hum**
**NIP. 196808051997031002**                    **NIP. 198012012009122003**

**ENGLISH EDUCATION DEPARTEMENT**
**FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING**
**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**
**MEDAN**
**2018**

## PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama        : Defitri

Nim         : 34141022

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul       : **THE EFFECT OF THIEVES (TITLE, HEADING, INTRODUCTION, EVERY FIRST SENTENCE, VISUAL, END OF THE TEXT) STRATEGY ON THE STUDENTS' ABILITY TO COMPREHEND READING TEXT AT YP AL MASDAR BATANG KUIS**

     Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya yang telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat di buktikan ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan,   July 2018

Yang Membuat Pernyataan

**<u>DEFITRI</u>**

Nim. 34.14.1.022

# ABSTRACT

**Defitri (34141022). THE EFFECT OF THIEVES (TITLE, HEADING, INTRODUCTION, EVERY FIRST SENTENCE, VISUAL, END OF THE TEXT) STRATEGY ON THE STUDENTS' ABILITY TO COMPREHEND READING TEXT AT YP AL MASDAR BATANG KUIS**.

Keywords : THIEVES strategy, Students' ability to comprehend Reading text.

This research was intended to find out the empirical evidence of the students' ability to comprehend reading text by using THIEVES strategy at the eight grade of YP SMP Al-Masdar Batang Kuis. This research was experimental research. The population of this research was all of the students. The samples of this research were taken from 32 students of experimental group in class VIII 1 and 32 students of control group in class VIII 2. The instrument for collecting data was a test. After analyzing the data, the writer got; (1) The students' ability in reading comprehension by using THIEVES strategy got the mean 21,25 and standard deviation was 5,19; (2) The students' ability in reading comprehension by using conventional strategy got the mean 15,31 and standard deviation was 5,76. The value of $t_{obs}$ 59,4 and that of $t_{tab}$ 1,999. So the value $t_{obs}$ was higher that that $t_{tab.}$ It means that there was significant effect of using THIEVES strategy on the students' ability to comprehend reading text.

# ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the Name of Allah the Most Gracious and the Most Merciful*

Praise and Gratitude be to Allah for the health and strength that has given to the writer in writing this *thesis*. Peace and blessing be upon the Prophet Muhammad *Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers.

This *thesis* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

In addition, there are many people who contribute in finishing this *skripsi*, the writer would like to express her appreciation to:

1. Prof. Dr. KH. Sadurrrahman, M.Ag as the Rector of State Islamic University of North Sumatera.
2. Dr. Amirruddin Siahaan, M.Pd as the dean of Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera.
3. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as the Head of English Educational Department
4. Dr. Abdillah, M.Pd as the first advisor who providing careful guidance, great advice as well as suggestion and encouragement during the consultation.
5. Ernita Daulay, S.Pd., M.Hum as the second advisor who patiently guided, helpful corrections, and helped the writer to finish this skripsi.
6. All lecturers in the English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.
7. The principal of YP SMP Al Masdar Batang Kuis, English teacher and all students of VIII class who helped the writer during the research.
8. My beloved family for your uncounted prayers, endless love, encouragement, advices, supports both financially and mentally that made me possible to finish my study. Thank

The writer realizes that this *skripsi* is far of the perfect. Therefore, some critiques and suggestions are needed to make it better. Finally, might not be perfect in some parts. Therefore, I say sorry and expect some critics and suggestion to this *skripsi*. I hope this *skripsi* will be useful for the reader.

Medan,   July 2018

The Writer

# TABLE OF CONTENT

# LIST OF TABLES

# LIST OF APPENDIXES

# CHAPTER I

# INTRODUCTION

## A. Background of the Study

In Indonesia, English becomes one of the subject that has to be learned by the students. Nowdays, English has been introduced from kindergarten up to elementary school. They just only learn about some vocabularies. It differs from students in junior and senior high schools, the English subject is deeper and wider explained. They do not only learn about vocabularies but also about grammar kinds of text, how to speak in English, writes some paragraph, and others.

Reading is the window of the world. By reading, people can get more knowledge and information from books, magazines, newspapers, and others. Reading is the most important component in learning process and social interaction because, first, reading is an indispensable communication tool in a civilized society. Second, that the reading materials produced in any period of time in history most influenced by social background. Third, developments, that over the period of the recorded history of reading has led to two very different poles. But many students think that reading is difficult than other skills. It happens because the students do not only have to master the structure of the sentence in the passage, but also to comprehend the meaning explicitly and implicitly. Actually, the aim of teaching reading is to make the students able to read English text effectively and efficiently.[1]

The goal of teaching English at Junior High School (SMP), as stated in Permendiknas No. 22 year 2006, is to support the students in achieving their competences to; (1). Increase their

---

[1] Dina Gusvianti, Yuli Tiarina, *Journal of English Language Teaching*, Vol. 1 No. 1, September 2012, Serie C. p.2

communicative competences, oral or written, to achieve the functional literacy level; (2) have awareness about the importance of English to increase the Indonesian capability in competing with other nations in the world; and (3) increase students' understanding about interrelationship language. To communicate English in written based on the competences above, it is done through reading comprehension.

But in reality, most students still have low ability in reading comprehension. It can be seen that they cannot catch the idea on the text that they read. They only read the text word by word without know the meaning and they cannot find out the main idea of the text.

Based on the phenomenon, today, many English teachers in teaching reading comprehension do the mistake. They asked students to read the text through take turns and not pay attention in comprehensive of their students but they pay attention on the pronounce the words. This case not teach about reading but that is the way to teach about pronouncation. Beside that there are three common difficulties in reading comprehension for students: 1) issues with decoding, 2) poor comprehension, 3) speed.

There are two factors that made students ability in reading comprehension still low. Even from internal or external factors. In internal factor, it appear from inner of each students itself, such as: students' motivation, students' need, environment of them, and many others. The students' motivation is very low in learning every subject especially in English. They said to me that: "English is very difficult, and I don't like English". They didn't pay much attention of the explanation of the teacher. They have high ambition but they lazy to learn. Their environment not support in improving their ability in reading comprehension, especially their friends. They often go out from the class without permission for the teacher while learning process in the class.

That fact described that many students failed to comprehend in reading the text. The teacher should work more hard anymore to make them improve in reading comprehension.

Another factor is external factor, such as; teacher's method in teaching reading, the facility is not support in learning process, the source of the books in not complete, and etc. all of them are important in improve students' reading comprehension. Especially the teacher, how the way the teacher teach students is very important. The teacher often teach with the traditional method, it make them not interest to learn English, especially about reading. In reading section, teacher only instruct read the text without ask about the meaning of the text, so they only read without know the meaning.

To solve the problem above, the teacher should consider the most effective and creative teaching strategy to increase the students' ability to comprehend reading text. It is realized that it needs a strategy which can motivate the students to read.

The writer chooses THIEVES strategy to use in classroom. 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, visual / vocabulary, ending and summary. As a new strategy for students had hoped interest and pay much attention to learning English. It also had hoped activated their motivation with some activities that include on this strategy.

As an effort to overcome this problem the reseacher have considered strategy to analyze the effect of the strategy. So that I conduct the research with entitled "The Effect of THIEVES (Title, Headings, Introduction, Every first sentence, Visual, End of the text, and Summary) Strategy On The Students' Ability To Comprehend Reading Text" (An Experimental Research with the Eight Grade Students of YP SMP Al Masdar Batang Kuis).

**B. Identification of the Study**

Based on the background of study, the problems in this research can be identified as follows:

1. Most of students are often bored in the English.
2. The teacher has used various strategies in teaching but the students' motivation in studying English are still low.
3. The teacher has tried some strategies, but students' ability to comprehend reading text is still low.
4. The students have tried to improve their skill in reading, but most of students still have difficulty to comprehend the reading text.

**C. Research Question**

In relation to the background of the study, the problem in this research can be formulated as follow: Is there any significance effect of the students' ability to comprehend reading text by using THIEVES strategy?

**D. Objective of the Study**

The aims of study are: To find out significance effect of the students' ability to comprehend reading text by using THIEVES strategy.

**E. Significances of the Study**

The significances of the study as follows:

1. To the Headmaster and English teachers, as an input to increase the students' ability to comprehend reading text.

2. To the teacher of other schools, as contribution to increase their strategy in teaching reading comprehension.

3. To be reference for reader and other researches to conduct a study related to dependent variable of this research with more variation independent variable.

# CHAPTER II

## THEORETICAL REVIEW

### A. Theoretical Framework

A set of theories and ideas are needed to explain the relation between the terms that are used in the study. The use of theories and ideas are also to clarify the terms themselves, in order to avoid ambiguity and misunderstanding.

### 1. Reading

#### 1.1. Definition of Reading

Reading is one of the basic communicative skills, but it is a very complex process. So, reading is the basic skill and has parts that are interconnected and interpendent.[2]

Sanggama state the definition of reading can be variable according to its level of proficiencies[3] for the classroom activities at school, it is thought to learn the formal aspect and principle of a language.

Reading is primarily a process of constructing meaning from written words, and students are also evaluated how to apply a variety of comprehension and critical thinking skill and strategies to do it well. These sskills range from making inferences, understanding cause and effect relationships, and summarizing main ideas and key facts to understanding a writer's point

---

[2] Athur W. Heilman Et Al, *Principle And Practices Of The Teaching Reading*, (London: Columbus Toronto, 1981), p.2

[3] Siahaan, Sanggama. 2008. *Issues In Linguistic*. Yogyakarta: Graham Ilmu. P:105

of view, recognizing various persuasive devices, and being able to distinguish between fact and opinion.[4]

## 1.2. The Basic Skills of Reading

Finocchiaro defines the basic of reading as follow:

a. Pronunciation

Pronunciation is the utterance of any sound symbol or word. It is important in recognizing a word because the correct pronounciation of a word would help the reader to recall the meaning of it. Stress and intonation are under this part.

b. Structural System

Structural system is the part of a word that forms unit of meaning or sound. The unit may be pasts of any an inflectional ending, a compound word, a prefix, suffix, and syllable.

c. Vocabulary

Vocabulary is a list of words in which a reader can find words to express the meaning. In other words recognition vocabulary is much larger than production vocabulary.

d. Comprehension

Comprehension is the combination of the knowledge in structure and vocabulary in which situation the language is used.[5]

---

[4] Donna M Lusardi, *The New Book Of Knowledge; Home And School Reading And Study Guides*, (Scholastic Library Publishing, 2005) p.167

### 1.3. Kinds of Reading

In teaching reading, the teacher mustknow some kinds of reading in order to be able to know what kinds of reading the students must study. Reading can be divided at least four types reading. They are passive reading, scanning, skimming, and careful reading.

a. Passive reading

This type of reading consecrates on the receptive activity done by the readers. The purpose of this reading is the pleasure of escapism, the comfort of relaxation or merely reading one self to sleep.

The type of passive reading, actually puts the readers as an uncritical one. The reader just receives the message poured by the writer without any effort to criticize the writing itself. Fot the students, this type of reading is not so suitable, because it will make the students passive in teaching reading.

b. Scanning

The second type of reading is scanning. According to Steve Robertson that scanning is a style of reading which is adopted when you know exactly what you are looking for. By rejecting quickly what you do not need, at always makes you spend your time effectively on the relevant part of the text.[6]

c. Skimming

Skimming reading is a way of reading by which guides us to focus our attention on discovering as quickly as possible what the author said.

This way of reading consists of rapid run through of the text picking out the main ideas and selecting areas of the closer attention in order to leave the reader with an over all picture of the section being studied.[7]

d. Critical reading

The end of type reading that the writer discusses about is ccritical reading. Steve says, "critical reading is at the heart of reading for learning it is the most active form of reading as it involves engaging in a dialogue with the text".[8]

We can associate this style of reading with school, because we are usually ordered to answer many questions set by the teacher or a writer on a specific piece of text. It is more effective when the reader takes on the responsibility for posing the question.

**1.4.Purposes of Reading**

According to Paul C. Burns, there are some purposes for reading, namely:

a. Reading to search for simple information.

b. Reading to skim quickly.

c. Reading to learn from texts.

---

[8] Inid P.85

d. Reading to integrate information.

e. Reading to write (or search fot information needed for writing).

f. Reading to critique texts.

g. Reading for general comprehension.[9]

## 2. Comprehension

### 2.1. Definition of Comprehension

According to Webster's Dictionary that comprehension is "the capacity for understanding fully, the act or action of grasping with the intellect". Webster also tells us that reading is "to receive or take in the sense of (as letters or symbols) by scanning; to understand the meaning of written or printed matter; to learn from what one has seen or found in writing or printing.[10]

According to Sousa, comprehension is a complex interactive process that begins with identifying words by using knowledge out[11] idea the text, accessing word meaning in context, recognizing grammatical structures, drawing inferences and self monitoring to ensure that the text is making sense.

Comprehension is a kind of up-market synonym for understanding in discussion that are (or are intended to appear) technical and scientific. tn such contexts the word frequently doesn't appear alone, but in such combinations as comprehension skills or the comprehension process,

---

[11] David A Sousa, *How The Brain Learns To Read*, (California : Corwin Press, 2005), P.73

even by people who would never use expressions like understanding skills or the understanding process.[12]

## 2.2. Comprehension Skills

A study by Davis is generally regarded as the significant attempt to delineate separate comprehension skills. His analysis showed the following five comprehension skills:

a. Recalling word meanings (vocabulary knowledge)

b. Drawing inferences from content.

c. Following the structure of a passage.

d. Recognizing a writer's purpose, attitude, tone, mood.

e. Finding answers to questions answered explicity or in paraphrase.[13]

## 2.3. Level of Comrehension

There are three levels of comprehension indentified:

a. Literal comprehension

Understanding the ideas and information explicitly stated in the passage.

Abilities:

Knowledge of word meanings

Recall of details directly statedor paraphrased in own words.

---

[12] Frank Smith, *Understanding Reading : A Psycholinguistic Analysis Of Reading And Learning To Read*, (London : Lawrence Erlbaum Associates Publishers, 2004), P.12

[13] Arthur W.Heilman, Timothy R.Blair, Willia H.Rupley, *Principle And Practices Of Teaching Reading*, (Colombus : Charles E. Merril Publishing Co., 2006), p.214

Understanding of grammatical clues – subject, verb, pronouns, conjunctions, and so forth.

Knowledge of sequence of information presented in passage.

b. Interpretative Comprehension

Understanding of ideas and information not explicity stated in the passage.

Abilities:

Reason with information presented to understanding the autho's tone, purpose and attitude.

Infer factual information, main ideas, comparisons, caused-effect relationships not explicitly stated in the passage.

Summarization of story context.

c. Critical Comprehension

Analyzing, evaluating, and personally reacting to information presented in a passage.

Abilities :

Personally reacting to information in a passage indicating its meaning to the reader.Analyzing and evaluating the quality of written information in terms of some standards.[14]

---

[14] H.Douglas Brown, *Language Assessment : Principles And Classroom Practices*, San Fransisco: Longman, 2007), p.246

**3. Reading Comprehension**

**3.1.Definition of Reading Comprehension**

Reading comprehension is tied to listening comprehension in a basic and intuitive way. Most people perceive reading as a process of taking coded, written language and transforming it into decoded, spoken language.[15]

Reading comprehension is a tricky topic, and century old debates about what it entails, how it happens, and how to the best facilitate it still ragein academic circles. However, everyone agrees that reading comprehension is the ultimate end-goal of reading. If we do not read to understand, then we read for nothing.

According to Mayer that reading comprehension is technique for improving students' success in extracting useful knowledge from text.[16]

**3.2.The Improving of Reading Comprehension**

According to Gardner there are three steps to improve our reading comprehension, namely:

1. It is evident that studens' classroom practice has not encompassed the development of reading beyond the early stages. On the contrary, a survey of the use reading a class curriculum in the secondary school has revealed that, outside of English lesson, reading is rarely used for learning.

---

[15] Http;//www.Readingisgood.Com/Comprehension-A-Definition

2. The exist of deep seated negative attitude towards reading among both pupil and teachers. The best illustrated by nothing that pupil regard a reading homework is "no smoking";teacher are defensive about allowing pupil to read because they are fear that te activity will be waste of time.

3. Reading as done take place secondary school is frequently beyond the scope of average pupil. For instance, standard science texts are written at a readability level far in advance of the pupil developing capability. As a result, comprehension is poor and frustration common.[17]

## 4. Text

### 4.1.Definition of Text

One general definition of a *text* is "a verbal record of a communicative act".[18]

Under this definition, a text could either be written or a transcribed version of speech. A similar definition offered by Wallace is "the physical manifestations of language", which include not only orthographic symbols such as letters of the alphabet or characters but also nonverbal elements such as capitalization, punctuation, paragraphing, and format.

To these basic definitions we can add this one: a simple of written language that has a unified meaning. This latter definition highlights the notion that the definition of *text* goes beyond a collection of random words or sentences, even if they are formatted to appear visually

cohesive (e.g.,in the form of a paragraph). Text analysis have attempted to define textual elements and explain how they interact to form a unified whole that conveys meaning. One model proposed by Kintsch (1994, 1998), Kinstch and van Dijk (1978), and Kintsch and van Dijk and Kintsch (1983) divides text into *microstructure* and *macrostructure*. The microstructure consists of individual text-based *propositions*, whereas the macrostructure organizes them into summary statements that capture the main theme of a text. Another model, described by Meyer (1975) and Mayer and Rice (1982, 1984), utilizes the term "idea unit" rather than proposition and emphasizes how idea units are related to one another in a text (e.g., through cause-and-effect, problem/solution, description, and comparison).

### 4.2.Kinds of Text

Kind of Text There are fifteen types of genre text, they are:

1. Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.

2. News story is a factual text which informs reader" s events of the day which are considered newsworthy or important.

3. Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.

4. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.

5. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.

6. Spoof is a kind of genre used to retell an event with a humorous twist.

7. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

8. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

9. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment. 17

10. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.

11. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.

12. Discussion is a kind of genre used to present (at least) two points of view about an issue.

13. Description is a kind of genre used to describe a particular person, place or thing.

14. Review is a kind of genre used to critique an art work or event for a public audience.

15. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.[19]

## 5. Recount Text

### 5.1. Definition of Recount Text

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We

---

[19] Rudi Hartono, Genres of Text, (Semarang: UNNES, 2005), p.7.

can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.[20]

## 5.2. The Generic Structure

According to Gerot & Wignell, the generic structure of recount consists of three parts named orientation, events, and re-orientation.

1. Orientation is the opening of recount which provides the setting and introduces the participants of the text.

2. Events are tell the events in the order they happened.

3. Re-orientation, is optional. This part closes the text by telling how the experience ended and some of the writers thoughts about it.[21]

## 5.3. Language Feature

Language feature of recount text explained by Kara Munn, there are as follows:

1. Use of proper nouns and pronouns identify people, animals, or things Example: Mr. Lawrence, the postman, she

2. Word families are used to build topic information Example: smoke signals, drums, telephone, television

3. Varied action verbs are used to build word chains. These may be synonym, antonym or repetition

4. Descriptive words add details about who, what, when, where and how.

---

[20] Ken Hyland, Genre and Second Language Writing, (The United State of America: The University of Michigan Press, 2004), p.29

5. Adverbs and adverbial phrases sequence events in time and indicate place. Example : on 26 June 1984

6. Texts are written in past tense to retell past events. Example: she smiled

7. Conjunctions (when, but) to combine clauses and connective to sequences events (first, then. finally) are used

8. Evaluative language is used in factual and personal recounts. [22]

## 6. Strategy

### 6.1. Definition of Strategy

Strategy is one of the important factors to make a good plan to reach out for the purpose in teaching learning process, because strategy of teaching can influence the result of learning. That is why teacher should use the effective strategy for teaching material. A strategy explains about the general components of instructional material and procedure to get purposes which prepared by the teacher.

From the quotation above, it can be inferred that strategy is a way and operational planning do something be the best or an activity is arranged as good as possible for achieving the aim of action.

In teaching learning process the teacher who wanted to deliver the lesson in front of the class is able to choose the suitable teaching strategy, because strategy can influence the result of teaching. Strategy plays important role in guiding students to gain their objectives the result of teaching. That is why teacher should use effective strategy for teaching material. In other words by applying suitable strategy the students will be easy to understand what the teacher convey, the

students can motivated to learn the material that evaluated the teacher and the students are not boring or surfeited.

It is also suitable with what Allah says in Holy Qur'an:

بِسْمِ اللّهِ الـرَّحْمنِ الـرَّحِيم

اقْرَأْ بِـاسْمِ رَبِّكَ الَّـذِي خَلَقَ (١) خَلَقَ الْـإِنـسَانَ مِنْ عَلَقٍ (٢)

اقْرَأْ وَرَبُّكَ الْـأَكْرَمُ (٣) الَّـذِي عَلَّمَ بِـالْقَلَمِ (٤) عَلَّمَ الْـإِنـسَانَ مَا لَمْ يَعْلَمْ (٥)

*Meaning: 1) Read! in the Name of your Lord created who has created (all that exist). 2) Has created man from a clot ( a piece of thick coagulated blood). 3) Read! And your lord is the Most Generous. 4) who has thought ( the writing) by the pen the first person to write was Prophet Ideas ( Enoch ). 5) Has taught man that which he know not.*

This verse ALLAH the Almighty asks to human to read because with reading something someone can know everything.[23]

---

[23] Muhammad Mahmud Ghali, *Towards Understanding The Ever Glorious Qur'an* (Mesir : Al-Azhar University, 1996), P.281.

H. Douglas Brown states that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular and, planned design for contolling and manipulating certain information.[24]

According to Syaiful Bahri and Aswan Zain their book "Strategy Belajar Mengajar" explain about four basics of strategy in teaching learning are as follows:[25]

a. Mengidentifikasi serta menetapkan spesifikasi perubahan tingkah laku dan kepribadian anak didik sebagaimana yang diharapkan.

b. Memilih system pendekatan belajar mengajar berdasarkan aspirasi dan pandangan hidup masyarakat.

c. Memilih dan menetapkan prosedur, metode, dan tekhnik belajar mengajar yang dianggap paling tepat dan efektif sehingga dapat dijadikan pegangan oleh guru dalam menunaikan kegiatan mengajarnya.

d. Menetapkan norma-norma dan batas minimal kebersihan atau kriteria serta strandart kebersihasilan sehingga dapat dijadikan pedoman oleh guru dalam melakukan evaluasi hasil kegiatan belajar mengajar yang selanjutnya akan dijadikan umpan balik buat penyempurnaan system intruksional yang bersangkutan secara keseluruhan.

7. **Teaching Recount Text through THIEVES Strategy**

Strategy is one of important elements for the teacher in order to get success in learning process. There is a strategy that can be used by the teacher in teaching reading such as THIEVES, this strategy will give contribution for students in learning process. As stated by

---

[24] H. Douglas Brown, *Principle Of Language And Teaching*,( Sanfransisco : Longman, 2000), P.113

McAndrews, the strategy to provide background knowledge and organizational structure for expository text by surveying parts of a textbook or other nonfiction text.[26]

فَقُولَا لَهُۥ قَوْلًا لَّيِّنًا لَّعَلَّهُۥ يَتَذَكَّرُ أَوْ يَخْشَىٰ ﴿٤٤﴾

Meaning : Then speak to both of you with gentle words. Hopefully he will remember or be afraid ".

Here the researcher used THIEVES strategy to teaching reading recount text, because it activates the readers schema or background knowledge on a topic by helping the reader make connections to the article before they read it.

THIEVES is one strategy to activate the background knowledge. THIEVES strategy will give contribution for students in learning process. According to Manz THIEVES is a pre-reading strategy that set the purpose for reading using easily remembered acronym. Student learn how "steal" information from the title, headings, introduction, every first sentence, visual / vocabulary, ending and summary.[27]

Moreover, Gear say that THIEVES 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. Students will find that, after reading the main body of the text, they

---

[26] Stephanie McAndrews L, Diagnostic Literacy Assessments and Instructional Strategies. (Chicago: The International Reading Association, Inc, 2008), p.181

[27] Suzanne Liff Manz, A Strategy for Previewing Textbooks: Teaching Readers to Become THIEVES, (New York : Jurnal reading teacher vol 55 no 5 febuari, 2002 ), www.akademia.com, download on August 12th 2015, p. 3

will be easy to find the most important information that they need about text, because they know how to be a thieves. [28]

Brunner explains that there are three steps of THIEVES in learning process: the first step is tell students to preview the chapter prior to reading it. Next, explain the THIEVES acronym. Title (look at the title, and think about what will be included in the chapter. Think about what is already known about the topic). Heading (look at the heading. What are the heading topic? Think of ways to turn the heading into a question). Introduction (read the introductory paragraph and think of what is most important. Anticipate what will be included in the chapter). Every First Sentence (read every first sentence for each paragraph). Visual (look at photograph, maps, and other graphics. What do they illustrate? End of Chapter Questions (find the question in the margins at the end of each section and at the end of the chapter. Keep these questions in mind while reading the text). Summary (read the chapter summary). Recall what was read). Finally, facilitate student learning by modeling how to use this strategy until such time as they are comfortable with the steps in the process. In conclusion, THIEVES strategy is very important to students in reading comprehension.

### 7.1. Reason for Choosing THIEVES Strategy in Teaching Recount Text

The strategy in teaching reading should match with condition of students, teacher, and the activity in classroom. The THIEVES strategy in teaching reading can help students to be more interest and focus.

Using a pre-reading strategy such as THIEVES enhances comprehension and retention of the information and ideas encountered during reading. Previewing helps the reader to create a

---

[28] Adriane Gear. Nonfiction Reading Power, (Canada: Stendhouse Publisher, 2008), p. 91

"mental map" that can be used as the reader moves through the text. The mental map is based on the general structure of the text and helps guide the student during the reading process. Having mentally linked the textual clues, the reader is better able to follow the flow of ideas in the text and to detect the relationships among pieces of information.

The strategy was not difficult for teachers to learn and integrate with their current class materials. We did not have to purchase additional materials or go to training sessions outside our building. All teachers were able to teach THIEVES along with their current curriculum.

The THIEVES strategy is powerful because it activates prior knowledge and helps students set a purpose for reading research based steps that have been shown to increase reading comprehension. It is also versatile and can be used successfully in a one-on-one tutoring situation or with whole class instruction. It is especially helpful for students who are overwhelmed by assignments that require a great deal of reading.

Although we teach the strategy as a pre-reading strategy, it is can also be used when a student does not have an opportunity to read the entire selection. The simplicity of the strategy also makes it possible to implement quickly if a student is not already familiar with it.

### 7.2. The Procedure of THIEVES Strategy in Teaching Recount Text

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

1. The students are work individually

2. The teacher selects a recount text the appropriate reading level. Teacher select one of recount text which appropriate with the reading level with the eight grade.

3. The teacher writes component of THIEVES on whiteboard and explain 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 context of the chapter 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.

4. The teacher gives students THIEVES worksheet and ask them to complete the worksheet based on text.

5. 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.

**7.3. The Advantages of and Disadvantages of THIEVES strategy**

Based on the concept of THIEVES, the advantages of this strategy are:

1. Allow students to organize what they are reading.

2. Make more efficient use of their reading time.

3. Empower students to deepen their reading comprehension.

4. Associate what students read.

5. Provide students with a scaffold for active reading, whether they are reading independently or which coaching.

6. Make students easy to understand what a mean from the text based on components of THIEVES.

7. Help students to identify important concept, establish a context for reading, and predict what ideas of the text.

The disadvantages of THIEVES strategy is:

1. Students are confused in classifying.

2. Students will feel bored.

3. Obstructed with their vocabulary because their vocabulary is still low.

## 8. Ability

### 8.1. Definition of ability.

Ability is the quality of being able to perform, a quality that permits or facilities achievement or accomplishment. Ability also means a natural or acquired skill or talent.

According to Martin H. Manser in Oxford Learners Pocket Dictionary atate the aibility is skill or power.[29] Allin and Bacon say that ability is potential or power to do something physical or mental nature power to do something well.

So, in this research, ability menas the power of skill of student in grammar especially in countable and uncountable nouns. To find the ability of studens in countable and uncountable nouns, we can see whther the students understand the material or not.

وَلَقَدْ خَلَقْنَا ٱلْإِنسَـٰنَ مِن سُلَـٰلَةٍ مِّن طِينٍ ۝ ثُمَّ جَعَلْنَـٰهُ نُطْفَةً فِى قَرَارٍ مَّكِينٍ ۝ ثُمَّ

خَلَقْنَا ٱلنُّطْفَةَ عَلَقَةً فَخَلَقْنَا ٱلْعَلَقَةَ مُضْغَةً فَخَلَقْنَا ٱلْمُضْغَةَ عِظَـٰمًا فَكَسَوْنَا ٱلْعِظَـٰمَ لَحْمًا ثُمَّ

أَنشَأْنَـٰهُ خَلْقًا ءَاخَرَ فَتَبَارَكَ ٱللَّهُ أَحْسَنُ ٱلْخَـٰلِقِينَ ۝

**Meaning : 12)** And certainly did We create man from an extract of clay 13) Then We placed him as a sperm-drop in a firm lodging 14) Then We made the sperm-drop into a clinging clot, and We made the clot into a lump [of flesh], and We made [from] the lump, bones, and We covered the bones with flesh; then We developed him into another creation. So blessed is Allah, the best of creators.

---

[29] Martin H. Manser, *Oxford Learners Pocket Dictionary*, (China : Oxford University, 2003) P. 403

## 8.2. Kinds of Ability

Sarlito Wirawan Sarwono said that ability can be divided into two parts:

1. Generally ability

It is the basic specific ability. Example : two people who have ability in mathematics and the other is physics. These things depend on motivation, experience, had a change.

2. Specific ability

It is in the real thing, such as : mathematics, business, administration, group, and to make a rule in many activities.

The ability of the students to master the materials are not same, although they are taught by the same strategy, because their power to grasp the materials are different.

## 8.3. The Students' Ability to Comprehend Reading Text

The Students' ability to comprehend reading text means the power or skill of student in understanding the whole or content of the reading text. The ability include of vocabulary building, finding the main idea, the skill of comprehending word meanings, answering the question of the text, and etc. This research use the narrative text for testing the students' ability to comprehend.

The ability of the students in learning can be seen from the result of learning it self. After the students learn about the material, surely there is a change of their perception and increase their knowledge about the material.

Rasulullah ﷺ bersabda,

$$\text{مَا فِيهَا مَوْضِعُ أَرْبَعِ أَصَابِعَ إِلَّا وَمَلَكٌ وَاضِعٌ جَبْهَتَهُ سَاجِدًا لِلَّهِ}$$

"There is not one space as wide as 4 fingers, except there is an angel laying its forehead, prostrating to Allah. " (HR. Ahmad No. 21516).

The students have the different ability in mastering the learning material eventhough they are taught by the same teaching or the same strategy. Martin explains that if you are interested in the out come of learning, a sensible starting point the aims of higher education, we should then examine what is actually achieved in relation to what is intended. From the quotation, we can take core that the outcome of learning students' ability depends some factor and the main factor is the students them selves. That is why the students as the prior object of using this strategy for achieving the purpose.

## B. Related Study

- Safrida (2009)." THE EFFECT OF INQUIRY READING TECHNIQUE ON THE SYUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT YAYASAN BINA ULAMA KISARAN", this study deals in teaching reading. The population of this research was 100 and 40 as sample. In collecting data she used test. Then to analyzing data, she scoring the samples' answer, then listing their score into score tables and measuring the standard deviation of variable x and y using the formula of varians, then, in pre-test show the highest score is 80 and the lowest score is 40, and mean score equal to 57,67 with standard deviation is 12,51.

- Ramadayani (2008), " THE EFFECT OF USING SUPERSCAN AND MAPPING TECHNIQUES ON THE STUDENTS' ABILITY IN COMPREHENDING TEXT AT MAN BINJAI". This study deals in teaching reading. There for experimental research was carried out to get the data from the students. The population of this research was the second year students of MAN BINJAI. The total number of population was 105 students in three classes. She only took so students as the sample by using cluster random sampling which was taken two classes, they are XI IPA3 that account of 72 students.

## C. Thought of Framework

In English, there are four skills that should be mastered, they are : listening, speaking, reading, and writing. In those skills, two of the language component namely vocabulary and structure also play a very important function in order to be understood in the context communicating with one another

Reading text include its kinds is used to help students to develop those skills, especially in reading. It is proved by the ability in comprehending the text.

Strategy is one of the important factors to make a good plan to reach out for the purpose in teaching learning process, because strategy of teaching can influence the result of learning. That is why teacher should use the effective strategy for teaching material. This active learning strategy expose about the general components of instructional material and procedure to get purposes which prepared by the teacher. In teaching learning process the teacher must able to choose the suitable teaching strategy to the students' ability to comprehend a text.

To make tought of framework clearer, so it can be seen following draft below:

| THIEVES Strategy | → | Students' Ability to Comprehend Reading Text |
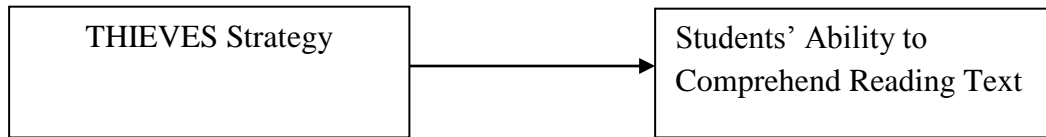
This research, focus to improve students' ability to comprehend reading text especially to have some ideas or opinion to clarify the information in the reading text. By using THIEVES strategy, the students can be helped to improve their students' ability to comprehend reading text and the teacher can be more active to teach reading comprehension to the students.

### D. Hypothesis

Hypothesis for this research are :

Ha = there is a significant effect of the students' ability to comprehend reading text that is taught by using physical self assessment strategy.

Ho = there is no significant effect of the students' ability to comprehend reading text that is taugh by using physical self assessment strategy.

# CHAPTER III

## RESEARCH METHODOLOGY

### A. Research Design

The writer choose YP SMP Al Masdar Batang Kuis T.A 2017-2018, because the writer have observation and there are still many students who are not interesting in learning English especially in reading, and the writer want to know there is the effect of THIEVES strategy make them interested. The approach used in this research is quantitative. According to Sugiyono, the research method based on positivism philosophy, used in researching the samples and research pupils, the sampling technique is generally done by random sampling, while the data collection is do by using the research instruments used, the data used is quantitative / can be measure with the aim to test the hypothesis set previously.[30] While the method employed is through experimental research in which its purpose is to search and compare the certain treatment toward other within controlled condition. An experiment is the way to find the causal relationship between two factors which are raise by the researcher in purpose by reducing or eliminating any distracting factors. The writer used pretest-posttest control group design with one treatment as the design for this study.

The procedure of experiment design includ pre-test, treatment and post-test. Firstly, both of groups are give a pretest. Then the different treatments are apply to the two groups; the experimental group are treat through THIEVES strategy and the control group are teach without THIEVES in reading recount text. Both of them are teach the same materials based on the curriculum and in the same month. Finally, after they get treatment, the experimental group and the control group receive a post-test.

---

[30] Sugiyono (2014), *metode penelitian*,( Bandung: alfabeta), p364

**The design of this study is illustrated as follows:**

| Group | Pre-test | Treatment | Post-test |
|-------|----------|-----------|-----------|
| Exprimental Group( EG) | ✓ | THIEVES strategy | ✓ |
| Control Group(CG) | ✓ | Conventional method | ✓ |

## B. Population and Sample

### 1. Population

Population is the whole object which was be researched.[31] Population is a number of all subjects that it has supply which is needed in the research. As Arikunto states that population is all of subjects research.[32] The population of this research is all of the students in eight grade students of YP SMP Al Masdar Batang Kuis. The total number of the students are 78 students. The details are as follows:

**Table 3.1 Population**

| NO | CLASS | NUMBER |
|----|-------|--------|
| 1 | VIII 1 | 32 |
| 2 | VIII 2 | 32 |
| | TOTAL | 64 |

[31] Syahrum and Salim, *Metodologi Penelitian Kuantitatif* (Bandung: Cipta pustaka Media, 2007), p.113
[32] Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek.* (Jakarta: Rineka Cipta, 2006).p. 108

## 2. Sample

Sample is part of population, which is chose to participate in the study. The researcher was observe not at all of classes but only a class, that is eight grade. To determine the two classes, the researcher used purposive sampling tecnique. This technique are do by taking the subject/ sample which is not based on strata, random or area but it is based on consideration of a certain purpose.

The consideration that the researcher tried to complete in preliminary research are the sample that was be choose has to be homogeny, so that the research was be a good and valid research. Because we know that something that can be compare is something that has the similar characteristic.

The resercher take class VIII 1 and VIII 2 because based on the result of the summative test of the midsemester, these two classes gained similar average achievement and consideres as homogenous class. Each class consist of 30 students. Class VIII 1 is chose as the experimental group which is teach by THIEVES Strategy while class VIII 2 is chosen as the control group which is teach without THIEVES Strategy.

## C. Instrument of Research

The researcher collect the data by test as research instrument. There are three tests: pre-test, treatment and post-test. The writer give the same test for experimental and control group. The writer give items tested to 30 subjects to measure validity and reliability in pre-test and post-test. There are 20 items of multiple choices. The score in each correct answer will scored 1, and the incorrect answer will scored 0 . The students' will get 100 point if all the answer correct.

**D. Scoring the Test**

In scoring the test, the researcher ranged the score from 0-100 by counting the correct answer with the following formula:

$S = \frac{R}{N} \times 100\%$

Where:

S= score of the test

R= number of the correct answer

N= number of the test items

**E. Data Collection**

In this research, the researcher applies test as the technique in collecting the data. The processes are able to be explained as follow:

**1. Test**

Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group. Test is used to assess and measure students' achievement; mainly the cognitive side related the students' mastery on learning as aim of education and teaching. This research uses test to get the students' achievement that will be used as main data in measure the students' reading ability.

The researcher gathers the data by analyzing the test based on material of recount text. The researcher gave the test twice (pre-test and post-test) in both experimental and control class.

**a. Pre test**

Before the teacher explain material by using THIEVES strategy, the teacher give pre-test to experimental and control class in same way. It will be give before the experimental was run.

### b. Treatment

The treatment conducted after give the pre-test. The exprimental group are give by using THIEVES strategy while the control group with the conventional strategy. Both exprimental and control groups were taught with the same material.

### c. Post test

Post-test are give to the experimental and control class. It is give in order to know students' understanding and score in recount text after they are teach by THIEVES strategy (experimental class) and using non-THIEVES strategy (control class).

## F. Data Analysis

Before analyzing the data, the writer use the normality and homogeneity test to find out whether both groups have normal distribution and homogeny.

### 1. The validity and Reliability of the test

In conducting a research, the validity and reliability of the test is very important. It purposes to know both the accuracy of measurement and the consistency of the text. Before given the test, firstly the instrument should be tried out the other students'. It is better to know whether the test is reliable and valid or not to the sample.

### a. The validity of the test

The test is valid if it measures what is supposed to be measured. The study concerned with how well the test measured the subject matter and learning outcomes covered during treatment.. The validity that used in this study is content validity. Content validity is degree to which the sample represented the content that the test was designed to measure. Thus, by applied content validity, the writer will know whether the test items were valid or not to behavioral objectives. The researcher used the formula as follow as:

$$R = \frac{n\sum xy - \sum x \sum y}{\sqrt{\sum x^2 - (\sum x)^2}\sqrt{n\sum y^2 - (\sum y)^2}}$$

Where :

R      = Product moment coordination

n      = The number of samples

$\sum xy$    = The total score of x multipled with the score of y

$\sum x$    = The sum of score x

$\sum y$    = The sum of score y

$\sum x^2$    = The total score squared of x

$\sum y^2$    = The total score squared of y

$(\sum x)^2$  = The sum of score squared x

$(\sum y)^2$  = The sum of score squared y

The following is the range of validity based on Arikunto statements :

    0.00-0.20       validity is very low

    0.21- 0.40      validity is low

    0.41- 0.60      validity is sufficient

    0.61- 0.80      validity is high

    0.81- 1.00      validity is very high

**b. The reliability of the test**

" Reliability didefinisikan sebagai konsitensi dan stabilitas data atau temuan" (reliability is often defined as the consitency and stability of data or findings)[33]. So the reliability of the test is one characteristic of agood test. Reliability refers to the consistency of measurement. It means that a test give the same result when it given to different people to measure the same thing.

To obtain the reability of the test, the researcher used Kuder Richardson 21 formula ( $KR_{21}$ ) as the following:

$$R = \frac{n}{n-1} \quad 1 - \frac{M(n-M}{nS^2}$$

Where:

R = Reliability coefficient of test.

n = The number of test items.

M = Mean of the score.

S = Standard deviation of the score.

The reliability of the test can be categorized as follows:

0.00- 0.20        : negligible

0.21-0.40        : low

---

[33] Sugiyono (2014), *metode penelitian*,( Bandung: alfabeta), p364

0.41-060               : moderate

0.61-0.80              : substantial

0.81-1.00              : high to very high

**The Technique for Analyzing Data**

To analyze the data in order to found outthe difference means of scores of both exprimental and control group, the researcher used the t-test:

$$T = \frac{Ma - MB}{\frac{da^2 + db^2}{na + nb - 2} \quad \frac{1}{na} + \frac{1}{nb}}$$

Where:

T   = the effect

Ma = the mean of exprimental group

Mb= the mean of control group.

Da= the standard deviation of exprimental group.

Db= the standard deviation of control group.

Na= the total sample of exprimental group.

Nb= the total sample of control group.

**Statistical Hyphothesis**

Statistical hyphothesis should be applied in order to know the result of observation about the sample. It could be constructed as follows:

Ho : μx=μy

Ha : μx=μy

Where:

$H_0$ : null hyphothesis

Ha : alternative hyphothesis

μx : the mean score of the students' teach by using THIEVES strategy

μy : the mean score of students' teach  by using conventional method.

# BAB IV

## FINDING AND DISCUSSION

### A. Description of Data

In this chapter, the result of the research based on collected and analyzed data will be described. The aim is to find out the result of using THIEVES strategy to teach recount text at 8th grade students of SMP YP Al Masdar Batang Kuis in the academic year of 2017/2018. The research had been conducted on May 28th to June 9th 2018. This research had been carried through 4 steps. They involve pre-test, two times treatment and posttest.

To find out the result of students' understanding on recount text using THIEVES strategy, some results were identified, they are: the score of students before treatment and the differences between pre-test and post-test score. This research used an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different treatment to both classes. The subjects of this research were divided into two classes. They are experimental (VIII 1) and control (VIII 2).

Before the activities were conducted, the researcher determined the materials and lesson plan of learning. Then the researcher gave the pre-test to both classes, experimental and control group. It is to find out that groups are normal and have same variant. The learning process in the experimental class using thieves strategy, while the control class used conventional method (lecturing). After the both classes conducted the learning process, students were asked to do the assignment. This assessment is hoped would help the students to identify part of the text. At last, students of both control and experimental group were given the post-test then the result data were analyzed to prove the research hypothesis which had been formulated before.

**Table II. The Score of Pre Test and Post Test of Experimental Group.**

| NO | Sudents' Initial | Scores | |
|---|---|---|---|
| | | Pre test (XI) | Post test (X2) |
| 1 | AI | 65 | 80 |
| 2 | AP | 55 | 85 |
| 3 | AD | 70 | 90 |
| 4 | AS | 50 | 80 |
| 5 | AY | 60 | 80 |
| 6 | AF | 65 | 85 |
| 7 | BF | 65 | 90 |
| 8 | DS | 65 | 80 |
| 9 | DL | 60 | 80 |
| 10 | EW | 50 | 80 |
| 11 | GL | 65 | 80 |
| 12 | HD | 70 | 85 |
| 13 | HN | 70 | 85 |
| 14 | ID | 65 | 90 |
| 15 | LS | 70 | 90 |
| 16 | MR | 55 | 80 |
| 17 | ML | 65 | 85 |
| 18 | MR | 70 | 90 |
| 19 | MF | 70 | 90 |
| 20 | MI | 70 | 90 |
| 21 | MA | 70 | 95 |
| 22 | MF | 70 | 90 |
| 23 | NH | 65 | 80 |
| 24 | RD | 70 | 85 |
| 25 | RN | 70 | 85 |
| 26 | RI | 70 | 95 |
| 27 | RS | 65 | 90 |
| 28 | RP | 70 | 100 |
| 29 | RPU | 55 | 85 |
| 30 | SI | 65 | 85 |
| 31 | SR | 60 | 85 |
| 32 | RA | 65 | 85 |
| | TOTAL | 2070 | 2745 |
| | MEAN | 64.6875 | 86.09375 |

Based on the table above, the students' achievement in reading text in exprimental group showed the lowest score pre test was 50, and the highest score of pre test was 75 and the mean of pre test was 64.6875. On the other hand the lowest score of post test was 80, and the highest score of post test was 100 and the mean of post test was 86.09375.

**Table III. The score of Pre Test and Post Test of Control Group**

| NO | Students' Initial | Scores | |
|---|---|---|---|
| | | Pre test (Y1) | Post test (Y2) |
| 1 | AH | 50 | 65 |
| 2 | AS | 55 | 75 |
| 3 | AE | 65 | 75 |
| 4 | AP | 75 | 85 |
| 5 | AD | 50 | 75 |
| 6 | AS | 70 | 75 |
| 7 | AW | 55 | 75 |
| 8 | BP | 50 | 75 |
| 9 | CP | 65 | 75 |
| 10 | DS | 70 | 85 |
| 11 | IAS | 75 | 85 |
| 12 | IP | 65 | 70 |
| 13 | JMM | 75 | 80 |
| 14 | KR | 65 | 75 |
| 15 | KN | 50 | 65 |
| 16 | LP | 55 | 70 |
| 17 | MI | 65 | 75 |
| 18 | MKN | 55 | 70 |
| 19 | MA | 55 | 75 |
| 20 | MD | 70 | 75 |
| 21 | MFB | 75 | 75 |
| 22 | MRP | 65 | 85 |
| 23 | MR | 75 | 85 |
| 24 | NM | 55 | 80 |
| 25 | OS | 60 | 85 |
| 26 | PM | 65 | 80 |
| 27 | RJ | 75 | 75 |

| 28 | RM | 50 | 80 |
|----|----|------|------|
| 29 | AN | 55 | 85 |
| 30 | RI | 50 | 80 |
| 31 | SR | 65 | 70 |
| 32 | SL | 70 | 75 |
| | **TOTAL** | 1995 | 2455 |
| | **MEAN** | 62.34 | 76.71 |

Based on the table above, the students' score in reading text in control group showed the lowest score of pre test was 50, and the highest score of pre test was 75 and the mean of pre test 62.34. On the other hand the lowest score of post test was 65, and the highest score of post test was 85 and the mean of post test 76.71.

Based on the explanation above, it shows that the students' score in experimental group was higher than students' score in control group, where in pre test (64.68) and the score in post test (86.09). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of students' score between pre test and post test.

A. Data Analysis

1. Normality Testing

Normality testing used to determine if a data set is well-modeled by normal distribution and to compare how likely it is for a random variable underlying the data set to be normally distributed.

**1.1.Normality Testing of Exprimental Group**

**Table IV. Frequency Distribution of Pre Test in Experimental Group**

| No | Xi | Fi | FiXi | Xi² | FiXi² |
|---|---|---|---|---|---|
| 1 | 50 | 2 | 100 | 2500 | 5000 |
| 2 | 55 | 3 | 165 | 3025 | 9075 |
| 3 | 60 | 3 | 180 | 3600 | 10800 |
| 4 | 65 | 11 | 715 | 4225 | 46475 |
| 5 | 70 | 13 | 910 | 4900 | 63700 |
| | TOTAL | 32 | 2070 | 18250 | 135050 |

Based on the data above, the result of FiXi² is 135050 and FiXi is 2070.

Then the following is the calculation of mean, variant and standard deviation.

a. **Mean**

$$x = \frac{fi\ Xi}{fi}$$

**Where:** $x$ = Mean of Variable x

$\sum$FiXi = Total number of score

$\sum$Fi = Number of sample

So,

$$x = \frac{fi\ Xi}{fi}$$

$$= \frac{2070}{32}$$

$$= 64.68$$

b. **Variant**

Where :

$S^2$ = variant

N = Number of sample

So'

$$S^2 = \frac{N \ FiXi^2 - ( \ FiXi)^2}{N(N-1)}$$

$$= \frac{32 \ x \ 135050 - (2070)^2}{32(32-1)}$$

$$= \frac{4321600 - 4284900}{992}$$

$$= \frac{36700}{992}$$

$$= 36.99$$

c. **Standard Deviation**

S = $\overline{S^2}$

= $\overline{36,99}$

= 6.08

After getting the calculation of mean, variant and standard deviation, then the next step is to found out the normality of the test. It means that the test was given to thestudents is observed by Liliefors test. The calculation of normality reading text can be seen in the following table:

**Table V. Normality Testing of Pre Test in Experimental Group**

| No | Score (Zi) | F | Fkum | Zi | F(Zi) | S(Zi) | f(Zi)-S(Zi) |
|----|------|----|------|-------|--------|---------|-------------|
| 1 | 50 | 2 | 2 | -2.41 | 0.008 | 0.0625 | -0.0545 |
| 2 | 50 | 2 | 2 | -2.41 | 0.008 | 0.0625 | -0.0545 |
| 3 | 55 | 3 | 5 | -1.59 | 0.0559 | 0.15625 | -0.10035 |
| 4 | 55 | 3 | 5 | -1.59 | 0.0559 | 0.15625 | -0.10035 |
| 5 | 55 | 3 | 5 | -1.59 | 0.0559 | 0.15625 | -0.10035 |
| 6 | 60 | 3 | 8 | -0.76 | 0.2236 | 0.25 | -0.0264 |
| 7 | 60 | 3 | 8 | -0.76 | 0.2236 | 0.25 | -0.0264 |
| 8 | 60 | 3 | 8 | -0.76 | 0.2236 | 0.25 | -0.0264 |
| 9 | 65 | 11 | 19 | 0.05 | 0.5199 | 0.59 | -0.0701 |
| 10 | 65 | 11 | 19 | 0.05 | 0.5199 | 0.59 | -0.0701 |
| 11 | 65 | 11 | 19 | 0.05 | 0.5199 | 0.59 | -0.0701 |
| 12 | 65 | 11 | 19 | 0.05 | 0.5199 | 0.59 | -0.0701 |
| 13 | 65 | 11 | 19 | 0.05 | 0.5199 | 0.59 | -0.0701 |
| 14 | 65 | 11 | 19 | 0.05 | 0.5199 | 0.59 | -0.0701 |
| 15 | 65 | 11 | 19 | 0.05 | 0.5199 | 0.59 | -0.0701 |
| 16 | 65 | 11 | 19 | 0.05 | 0.5199 | 0.59 | -0.0701 |
| 17 | 65 | 11 | 19 | 0.05 | 0.5199 | 0.59 | -0.0701 |
| 18 | 65 | 11 | 19 | 0.05 | 0.5199 | 0.59 | -0.0701 |
| 19 | 65 | 11 | 19 | 0.05 | 0.5199 | 0.59 | -0.0701 |
| 20 | 70 | 13 | 32 | 0.87 | 0.8078 | 1 | -0.1922 |
| 21 | 70 | 13 | 32 | 0.87 | 0.8078 | 1 | -0.1922 |
| 22 | 70 | 13 | 32 | 0.87 | 0.8078 | 1 | -0.1922 |
| 23 | 70 | 13 | 32 | 0.87 | 0.8078 | 1 | -0.1922 |
| 24 | 70 | 13 | 32 | 0.87 | 0.8078 | 1 | -0.1922 |
| 25 | 70 | 13 | 32 | 0.87 | 0.8078 | 1 | -0.1922 |
| 26 | 70 | 13 | 32 | 0.87 | 0.8078 | 1 | -0.1922 |
| 27 | 70 | 13 | 32 | 0.87 | 0.8078 | 1 | -0.1922 |
| 28 | 70 | 13 | 32 | 0.87 | 0.8078 | 1 | -0.1922 |
| 29 | 70 | 13 | 32 | 0.87 | 0.8078 | 1 | -0.1922 |
| 30 | 70 | 13 | 32 | 0.87 | 0.8078 | 1 | -0.1922 |
| 31 | 70 | 13 | 32 | 0.87 | 0.8078 | 1 | -0.1922 |
| 32 | 70 | 13 | 32 | 0.87 | 0.8070 | 1 | -0.1922 |
| TOTAL | 2070 | Lo= -0.0264 | | | | | |
| MEAN | 64.6875 | Lt= 0.161 | | | | | |

a. **Finding Z score**

Formula: $Z_i \, 1 = \dfrac{xi - x}{s}$

$$Z_i \, 1 = \frac{50 - 64.68}{6.08} = -2.41$$

$$Z_i \, 2 = \frac{55 - 64.68}{6.08} = -1.59$$

$$Z_i \, 3 = \frac{60 - 64.68}{6.08} = -0.76$$

$$Z_i \, 4 = \frac{65 - 64.68}{6.08} = 0.05$$

$$Z_i \, 5 = \frac{70 - 64.68}{6.08} = 0.87$$

b. **Finding S(Zi)**

$$S(Z_i) = \frac{F \, kum}{N}$$

$$S(Z_i) = \frac{2}{32} = 0.0625$$

$$S(Z_i) = \frac{5}{32} = 0.15625$$

$$S(Z_i) = \frac{8}{32} = 0.25$$

$$S(Z_i) = \frac{19}{32} = 0.59$$

$$S(Z_i) = \frac{32}{32} = 1$$

From the table above, it can be seen that Liliefors observation or Lo = **-0.0264** with n = 32 and at real level α = 0.05 from the list of critical value of Liliefors table Lt = 0.161 It is known that the coeficient of Lo (**-0.0264**) < Lt (0.161). So it can concluded that the data distribution of the students' ability in reading text normal.

**Table VI. Frequency Distribution of Post Test in Experimental Group**

| No | Xi | Fi | FiXi | Xi² | FiXi² |
|----|------|----|------|-------|--------|
| 1 | 80 | 9 | 720 | 6400 | 57600 |
| 2 | 85 | 11 | 935 | 7225 | 79475 |
| 3 | 90 | 9 | 810 | 8100 | 72900 |
| 4 | 95 | 2 | 190 | 9025 | 18050 |
| 5 | 100 | 1 | 100 | 10000 | 10000 |
| TOTAL | | 32 | 2755 | 40750 | 238025 |

Based on the data above, the result of FiXi² is 238025 and FiXi 2755. Then the following is the calculation of mean, variant and standard deviation.

**a. Mean**

$$x = \frac{fi\,Xi}{fi}$$

Where:

$$x = \frac{fi\,Xi}{fi}$$

**Where:** $x$ = Mean of Variable x

$\sum FiXi$ = Total number of score

$\sum Fi$ = Number of sample

So,

$$x = \frac{fi\,Xi}{fi}$$

$$= \frac{2755}{32}$$

$$= 86.09$$

b. **Variant**

Where :

$S^2$ = variant

N = Number of sample

So'

$$S^2 = \frac{N\,FiXi^2 - (\,FiXi)^2}{N(N-1)}$$

$$= \frac{32\,x\,238025 - (2755)^2}{32(32-1)}$$

$$= \frac{7616800 - 7590025}{992}$$

$$= \frac{26775}{992} = 26.99$$

c. **Standard Deviation**

$$S = \overline{S^2}$$

$$= \overline{26.99} = 5.19$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students' is observed by Liliefors test. The calculation of normality reading text can be seen in the following table:

**Table VII. Normality Testing of Post Test in Exprimental Group**

| No | Score (Zi) | F | Fkum | Zi | F(Zi) | S(Zi) | f(Zi)-S(Zi) |
|----|------------|---|------|------|--------|--------|-------------|
| 1 | 80 | 9 | 9 | -1.17 | 0.121 | 0.2812 | -0.1602 |
| 2 | 80 | 9 | 9 | -1.17 | 0.121 | 0.2812 | -0.1602 |
| 3 | 80 | 9 | 9 | -1.17 | 0.121 | 0.2812 | -0.1602 |
| 4 | 80 | 9 | 9 | -1.17 | 0.121 | 0.2812 | -0.1602 |
| 5 | 80 | 9 | 9 | -1.17 | 0.121 | 0.2812 | -0.1602 |
| 6 | 80 | 9 | 9 | -1.17 | 0.121 | 0.2812 | -0.1602 |
| 7 | 80 | 9 | 9 | -1.17 | 0.121 | 0.2812 | -0.1602 |
| 8 | 80 | 9 | 9 | -1.17 | 0.121 | 0.2812 | -0.1602 |
| 9 | 80 | 9 | 9 | -1.17 | 0.121 | 0.2812 | -0.1602 |
| 10 | 85 | 11 | 20 | -0.21 | 0.4168 | 0.625 | -0.2082 |
| 11 | 85 | 11 | 20 | -0.21 | 0.4168 | 0.625 | -0.2082 |
| 12 | 85 | 11 | 20 | -0.21 | 0.4168 | 0.625 | -0.2082 |
| 13 | 85 | 11 | 20 | -0.21 | 0.4168 | 0.625 | -0.2082 |
| 14 | 85 | 11 | 20 | -0.21 | 0.4168 | 0.625 | -0.2082 |
| 15 | 85 | 11 | 20 | -0.21 | 0.4168 | 0.625 | -0.2082 |
| 16 | 85 | 11 | 20 | -0.21 | 0.4168 | 0.625 | -0.2082 |
| 17 | 85 | 11 | 20 | -0.21 | 0.4168 | 0.625 | -0.2082 |
| 18 | 85 | 11 | 20 | -0.21 | 0.4168 | 0.625 | -0.2082 |
| 19 | 85 | 11 | 20 | -0.21 | 0.4168 | 0.625 | -0.2082 |
| 20 | 85 | 11 | 20 | -0.21 | 0.4168 | 0.625 | -0.2082 |
| 21 | 90 | 9 | 29 | 0.75 | 0.7734 | 0.9062 | -0.1328 |
| 22 | 90 | 9 | 29 | 0.75 | 0.7734 | 0.9062 | -0.1328 |
| 23 | 90 | 9 | 29 | 0.75 | 0.7734 | 0.9062 | -0.1328 |
| 24 | 90 | 9 | 29 | 0.75 | 0.7734 | 0.9062 | -0.1328 |
| 25 | 90 | 9 | 29 | 0.75 | 0.7734 | 0.9062 | -0.1328 |
| 26 | 90 | 9 | 29 | 0.75 | 0.7734 | 0.9062 | -0.1328 |
| 27 | 90 | 9 | 29 | 0.75 | 0.7734 | 0.9062 | -0.1328 |
| 28 | 90 | 9 | 29 | 0.75 | 0.7734 | 0.9062 | -0.1328 |
| 29 | 90 | 9 | 29 | 0.75 | 0.7734 | 0.9062 | -0.1328 |

| 30 | 95 | 2 | 31 | 0.71 | 0.9564 | 0.9687 | -0.0123 |
|---|---|---|---|---|---|---|---|
| 31 | 95 | 2 | 31 | 0.71 | 0.9564 | 0.9687 | -0.0123 |
| 32 | 100 | 1 | 32 | 2.68 | 0.9963 | 1 | -0.0037 |
| TOTAL | 2755 | Lo= -0.0037 | | | | | |
| MEAN | 86.0938 | Lt= 0.161 | | | | | |

a. **Finding Z Score**

Formula: Zi 1 $= \dfrac{xi - x}{s}$

Zi 1 $= \dfrac{80 - 86.09}{5.19} = -1.17$

Zi 2 $= \dfrac{85 - 86.09}{5.19} = -0.21$

Zi 3 $= \dfrac{90 - 86.09}{5.19} = 0.75$

Zi 4 $= \dfrac{95 - 86.09}{5.19} = 1.71$

Zi 5 $= \dfrac{100 - 86.09}{5.19} = 2.68$

b. **Finding S(Zi)**

S(Zi) $= \dfrac{F\ kum}{N}$

S(Zi) $= \dfrac{9}{32} = 0.2812$

S(Zi) $= \dfrac{20}{32} = 0.625$

$$S(Zi) \quad = \frac{29}{32} \quad = 0.9062$$

$$S(Zi) \quad = \frac{31}{32} \quad = 0.9687$$

$$S(Zi) \quad = \frac{32}{32} \quad = 1$$

From the table above, it can be seen that Liliefors observationor Lo= -0.0037 with n = 32 and at real level α= 0.05 from the list of critical value of Liliefors table Lt = 0.161. It is known that the coeficient of Lo (-0.0037) < Lt (0.161). So it can be concluded that the data distribution of the students' ability in reading text normal.

**1.2.Normality Testing of Control Group**

**Table VIII. Frequency Distribution of Pre Test in Control Group**

| No | Xi | Fi | FiXi | Xi² | FiXi² |
|----|----|----|------|-----|-------|
| 1 | 50 | 6 | 300 | 2500 | 15000 |
| 2 | 55 | 7 | 385 | 3025 | 21175 |
| 3 | 60 | 1 | 60 | 3600 | 3600 |
| 4 | 65 | 8 | 520 | 4225 | 33800 |
| 5 | 70 | 10 | 700 | 4900 | 49000 |
| TOTAL | | 32 | 1965 | 18250 | 122575 |

Based on the data above, the result $FiXi^2$ is 122575 and FiXi is 1965. Then the following is the calculation of mean, variant and standard deviation.

a. **Mean**

$$x = \frac{fi\,Xi}{fi}$$

Where:

$$x = \frac{fi\,Xi}{fi}$$

**Where:** $x$      = Mean of Variable x

       $\sum FiXi$    = Total number of score

       $\sum Fi$    = Number of sample

So,

$$x = \frac{fi\,Xi}{fi}$$

$$= \frac{1965}{32}$$

$$= 61.40$$

b. **Variant**

     Where :

       $S^2$          = variant

       $N$           = Number of sample

So'

$$S^2 = \frac{N\,FiXi^2 - (\,FiXi)^2}{N(N-1)}$$

$$= \frac{32\;x\;122575 - (1965)^2}{32(32-1)}$$

$$= \frac{3922400 - 3861225}{992}$$

$$= \frac{61175}{992}$$

= 61.66

C. **Standard Deviation**

$$S = \overline{S^2}$$

$$= \overline{61.66} = 7.85$$

After getting the calculation of mean, variant and standard deviation, then the next step is to find out the normality of the test. It means that the test was given to the students' is observed by Liliefots test. The calculation of normality reading text paragraph can be seen in the following table:

**Table IX. Normality Testing of Pre Test in Control Group**

| No | Score (Zi) | F | Fkum | Zi | F(Zi) | S(Zi) | f(Zi)-S(Zi) |
|----|------------|---|------|------|--------|---------|-------------|
| 1 | 50 | 6 | 6 | -1.45 | 0.0735 | 0.1875 | -0.114 |
| 2 | 50 | 6 | 6 | -1.45 | 0.0735 | 0.1875 | -0.114 |
| 3 | 50 | 6 | 6 | -1.45 | 0.0735 | 0.1875 | -0.114 |
| 4 | 50 | 6 | 6 | -1.45 | 0.0735 | 0.1875 | -0.114 |
| 5 | 50 | 6 | 6 | -1.45 | 0.0735 | 0.1875 | -0.114 |
| 6 | 50 | 6 | 6 | -1.45 | 0.0735 | 0.1875 | -0.114 |
| 7 | 55 | 7 | 13 | -0.81 | 0.209 | 0.40625 | -0.19725 |
| 8 | 55 | 7 | 13 | -0.81 | 0.209 | 0.40625 | -0.19725 |
| 9 | 55 | 7 | 13 | -0.81 | 0.209 | 0.40625 | -0.19725 |
| 10 | 55 | 7 | 13 | -0.81 | 0.209 | 0.40625 | -0.19725 |
| 11 | 55 | 7 | 13 | -0.81 | 0.209 | 0.40625 | -0.19725 |
| 12 | 55 | 7 | 13 | -0.81 | 0.209 | 0.40625 | -0.19725 |
| 13 | 55 | 7 | 13 | -0.81 | 0.209 | 0.40625 | -0.19725 |
| 14 | 60 | 1 | 14 | -0.17 | 0.4325 | 0.4375 | -0.005 |
| 15 | 65 | 8 | 22 | 0.45 | 0.6736 | 0.6875 | -0.0139 |
| 16 | 65 | 8 | 22 | 0.45 | 0.6736 | 0.6875 | -0.0139 |
| 17 | 65 | 8 | 22 | 0.45 | 0.6736 | 0.6875 | -0.0139 |
| 18 | 65 | 8 | 22 | 0.45 | 0.6736 | 0.6875 | -0.0139 |

| 19 | 65 | 8 | 22 | 0.45 | 0.6736 | 0.6875 | -0.0139 |
|---|---|---|---|---|---|---|---|
| 20 | 65 | 8 | 22 | 0.45 | 0.6736 | 0.6875 | -0.0139 |
| 21 | 65 | 8 | 22 | 0.45 | 0.6736 | 0.6875 | -0.0139 |
| 22 | 70 | 10 | 32 | 1.09 | 0.8621 | 1 | -0.1379 |
| 23 | 70 | 10 | 32 | 1.09 | 0.8621 | 1 | -0.1379 |
| 24 | 70 | 10 | 32 | 1.09 | 0.8621 | 1 | -0.1379 |
| 25 | 70 | 10 | 32 | 1.09 | 0.8621 | 1 | -0.1379 |
| 26 | 70 | 10 | 32 | 1.09 | 0.8621 | 1 | -0.1379 |
| 27 | 70 | 10 | 32 | 1.09 | 0.8621 | 1 | -0.1379 |
| 28 | 70 | 10 | 32 | 1.09 | 0.8621 | 1 | -0.1379 |
| 29 | 70 | 10 | 32 | 1.09 | 0.8621 | 1 | -0.1379 |
| 30 | 70 | 10 | 32 | 1.09 | 0.8621 | 1 | -0.1379 |
| 31 | 70 | 10 | 32 | 1.09 | 0.8621 | 1 | -0.1379 |
| 32 | 70 | 10 | 32 | 1.09 | 0.8621 | 1 | -0.1379 |
| TOTAL | 1970 | Lo= -0.005 | | | | | |
| MEAN | 61.5625 | Lt= 0.161 | | | | | |

a. **Finding Z Score**

Formula: $Zi\ 1 = \dfrac{xi - x}{s}$

$Zi\ 1 = \dfrac{50 - 61.40}{7.85} = -1.45$

$Zi\ 2 = \dfrac{55 - 61.40}{7.85} = -0.81$

$Zi\ 3 = \dfrac{60 - 61.40}{7.85} = -0.17$

$Zi\ 4 = \dfrac{65 - 61.40}{7.85} = 0.45$

$Zi\ 5 = \dfrac{70 - 61.40}{7.85} = 1,09$

**b. Finding S(Zi)**

$$S(Zi) = \frac{F\ kum}{N}$$

$$S(Zi) = \frac{6}{32} = 0.1875$$

$$S(Zi) = \frac{13}{32} = 0.40625$$

$$S(Zi) = \frac{14}{32} = 0.4375$$

$$S(Zi) = \frac{22}{32} = 0.6875$$

$$S(Zi) = \frac{32}{32} = 1$$

From the table above, it can be seen that Liliefors observation or Lo= -0.005 with n= 32 and at real level α = 0.05 from the list of crtical value of Liliefors table Lt = 0.161. It is known that the coefficient of Lo ( -0.005) < Lt (0.161). So it can be concluded that the data distribution of the students' ability in reading text normal.

**Table X. Frequency Distribution of Post Test in Control Group**

| No | Xi | Fi | FiXi | Xi² | FiXi² |
|----|----|----|------|-----|-------|
| 1 | 65 | 2 | 130 | 4225 | 8450 |
| 2 | 70 | 4 | 280 | 4900 | 19600 |
| 3 | 75 | 14 | 1050 | 5625 | 78750 |
| 4 | 80 | 5 | 400 | 6400 | 32000 |
| 5 | 85 | 7 | 595 | 7225 | 50575 |
| TOTAL | | 32 | 2455 | 28375 | 189375 |

Based on the data above, the result of $FiXi^2$ is 189375 and FiXi is 2455. Then the following is the calculation of mean, variant and standard deviation.

## a. Mean

$$x = \frac{fi\,Xi}{fi}$$

Where:

$$x = \frac{fi\,Xi}{fi}$$

**Where:** $x$ = Mean of Variable x

$\sum FiXi$ = Total number of score

$\sum Fi$ = Number of sample

So,

$$x = \frac{fi\,Xi}{fi}$$

$$= \frac{2455}{32}$$

$$= 76.71$$

## b. Variant

Where :

$S^2$ = variant

N = Number of sample

So'

$$S^2 = \frac{N\;FiXi^2 - (\;FiXi)^2}{N(N-1)}$$

$$= \frac{32\;x\;189375 - (2455)^2}{32(32-1)}$$

$$= \frac{6060000 - 6027025}{992}$$

$$= \frac{32975}{992}$$

$$= 33.24$$

**c. Standard Deviation**

$$S = \sqrt{S^2}$$

$$= \sqrt{33.24} = 5.76$$

After getting the calculation of mean, variant and standard deviation then the next step is to find out the normality of the test. It means that the test was given to the students' is observed by Liliefors test. The calculation of normality reading text can be seen in the following table:

**Table XI. Normality Testing of Post Test in Control Group**

| No | Score (Zi) | F | Fkum | Zi | F(Zi) | S(Zi) | f(Zi)- S(Zi) |
|----|-----------|----|------|-------|--------|--------|---------|
| 1 | 65 | 2 | 2 | -2.03 | 0.0212 | 0.0625 | -0.0413 |
| 2 | 65 | 2 | 2 | -2.03 | 0.0212 | 0.0625 | -0.0413 |
| 3 | 70 | 4 | 6 | -1.16 | 0.123 | 0.1875 | -0.0645 |
| 4 | 70 | 4 | 6 | -1.16 | 0.123 | 0.1875 | -0.0645 |
| 5 | 70 | 4 | 6 | -1.16 | 0.123 | 0.1875 | -0.0645 |
| 6 | 70 | 4 | 6 | -1.16 | 0.123 | 0.1875 | -0.0645 |
| 7 | 75 | 14 | 20 | -0.29 | 0.3859 | 0.625 | -0.2391 |
| 8 | 75 | 14 | 20 | -0.29 | 0.3859 | 0.625 | -0.2391 |
| 9 | 75 | 14 | 20 | -0.29 | 0.3859 | 0.625 | -0.2391 |
| 10 | 75 | 14 | 20 | -0.29 | 0.3859 | 0.625 | -0.2391 |
| 11 | 75 | 14 | 20 | -0.29 | 0.3859 | 0.625 | -0.2391 |
| 12 | 75 | 14 | 20 | -0.29 | 0.3859 | 0.625 | -0.2391 |
| 13 | 75 | 14 | 20 | -0.29 | 0.3859 | 0.625 | -0.2391 |

| 14 | 75 | 14 | 20 | -0.29 | 0.3859 | 0.625 | -0.2391 |
|---|---|---|---|---|---|---|---|
| 15 | 75 | 14 | 20 | -0.29 | 0.3859 | 0.625 | -0.2391 |
| 16 | 75 | 14 | 20 | -0.29 | 0.3859 | 0.625 | -0.2391 |
| 17 | 75 | 14 | 20 | -0.29 | 0.3859 | 0.625 | -0.2391 |
| 18 | 75 | 14 | 20 | -0.29 | 0.3859 | 0.625 | -0.2391 |
| 19 | 75 | 14 | 20 | -0.29 | 0.3859 | 0.625 | -0.2391 |
| 20 | 75 | 14 | 20 | -0.29 | 0.3859 | 0.625 | -0.2391 |
| 21 | 80 | 5 | 25 | 0.57 | 0.7157 | 0.78125 | -0.06555 |
| 22 | 80 | 5 | 25 | 0.57 | 0.7157 | 0.78125 | -0.06555 |
| 23 | 80 | 5 | 25 | 0.57 | 0.7157 | 0.78125 | -0.06555 |
| 24 | 80 | 5 | 25 | 0.57 | 0.7157 | 0.78125 | -0.06555 |
| 25 | 80 | 5 | 25 | 0.57 | 0.7157 | 0.78125 | -0.06555 |
| 26 | 85 | 7 | 32 | 1.43 | 0.9236 | 1 | -0.0764 |
| 27 | 85 | 7 | 32 | 1.43 | 0.9236 | 1 | -0.0764 |
| 28 | 85 | 7 | 32 | 1.43 | 0.9236 | 1 | -0.0764 |
| 29 | 85 | 7 | 32 | 1.43 | 0.9236 | 1 | -0.0764 |
| 30 | 85 | 7 | 32 | 1.43 | 0.9236 | 1 | -0.0764 |
| 31 | 85 | 7 | 32 | 1.43 | 0.9236 | 1 | -0.0764 |
| 32 | 85 | 7 | 32 | 1.43 | 0.9236 | 1 | -0.0764 |
| TOTAL | 2455 | Lo= -0.0655 | | | | | |
| MEAN | 76.7188 | Lt= 1.61 | | | | | |

a. **Finding Z Score**

Formula: $Z_i 1 = \dfrac{x_i - x}{s}$

$Z_i 1 = \dfrac{65 - 76.71}{5.76} = -2.03$

$Z_i 2 = \dfrac{70 - 76.71}{5.76} = -1.16$

$Z_i 3 = \dfrac{75 - 76.71}{5.76} = -0.29$

$$\text{Zi } 4 \quad = \frac{80-76.71}{5.76} \quad = 0.57$$

$$\text{Zi } 5 \quad = \frac{85-76.71}{5.76} \quad = 1.43$$

**b. Finding S(Zi)**

$$S(Zi) \quad = \frac{F\ kum}{N}$$

$$S(Zi) \quad = \frac{2}{32} \quad = 0.0625$$

$$S(Zi) \quad = \frac{6}{32} \quad = 0.1875$$

$$S(Zi) \quad = \frac{20}{32} \quad = 0.625$$

$$S(Zi) \quad = \frac{25}{32} \quad = 0.78125$$

$$S(Zi) \quad = \frac{32}{32} \quad = 1$$

From the table above, it can be seen that Liliefors observation or Lo= -0.0655 with n= 32 and at real $\alpha$ = 0.05 from the list of critical value of Liliefors table Lt= 0.161. It is known that the coefficient of Lo (-0.0655) < Lt (0.161). So it can be concluded that the data distribution of the students' ability in reading text is normal.

## 2. Homogenity Testing

### 2.1. Homogenity Testing of Pre Test

$$F_{obs} = \frac{S1^2}{s2^2}$$

Where: $S1^2$ = the biggest variant

$S2^2$ = the smallest variant

Based on the variants of both samples of pre test found that:

$S^2_{ex}$    = 36.99                     N = 32

$S^2_{co}$    = 61.66                     N = 32

So :

$$F_{obs} = \frac{61.66}{36.99} = 1.667$$

Then the coefficient of $F_{obs}$ = 1.667 is compared with $F_{table}$, where $F_{table}$ is determined at real $\alpha$ = 0.05 and the same numerator dk = N-1 = 32-1 that was exist dk numerator 31, the denominator dk = n-1 ( 32-1= 31). Then $F_{table}$ can be calculated $F_{0,05(31;31)}$ = 1.822

So $F_{obs}$< $F_{table}$ or (1.667<1.822) so it can be concluded that the variant is homogenous.

## 2.2. Homogenity Testing of Post Test

$$F_{obs} = \frac{S1^2}{s2^2}$$

Where:  $S1^2$ = the biggest variant

  $S2^2$ = the smallest variant

Based on the variants of both samples of pre test found that:

  $S^2_{ex}$  = 26.99          N = 32

  $S^2_{co}$  = 33.24          N = 32

  So :

  $$F_{obs} = \frac{33.24}{26.99} = 1.232$$

Then the coefficient of $F_{obs}$ = 1.232 is compared with $F_{table}$, where $F_{table}$ is determined at real α = 0.05 and the same numerator dk =N-1 = 31 that was exist dk numerator 31, the denominator dk = n-1 (32-1= 31). Then $F_{table}$ can be calculated $F_{0.05(31;31)}$= 1.822

So $F_{obs}$< $F_{table}$ or ( 1.232 < 1.822) so it can be concluded that the variant is homogeneous.

## 3. Hyphothesis Testing

**Table XII. Mean of Post Test- Pre Test in Exprimental Group**

| NO | SCORE POST TEST | SCORE PRE TEST | DECREASE |
|----|-----------------|----------------|----------|
| 1  | 80              | 65             | 15       |
| 2  | 85              | 55             | 30       |
| 3  | 90              | 70             | 20       |
| 4  | 80              | 50             | 30       |
| 5  | 80              | 60             | 20       |

| | | | |
|---|---|---|---|
| 6 | 85 | 65 | 20 |
| 7 | 90 | 65 | 25 |
| 8 | 80 | 65 | 15 |
| 9 | 80 | 60 | 20 |
| 10 | 80 | 50 | 30 |
| 11 | 80 | 65 | 15 |
| 12 | 85 | 70 | 15 |
| 13 | 85 | 70 | 15 |
| 14 | 90 | 65 | 25 |
| 15 | 90 | 70 | 20 |
| 16 | 80 | 55 | 25 |
| 17 | 85 | 65 | 20 |
| 18 | 90 | 70 | 20 |
| 19 | 90 | 70 | 20 |
| 20 | 90 | 70 | 20 |
| 21 | 95 | 70 | 25 |
| 22 | 90 | 70 | 20 |
| 23 | 80 | 65 | 15 |
| 24 | 85 | 70 | 15 |
| 25 | 85 | 70 | 15 |
| 26 | 95 | 70 | 20 |
| 27 | 90 | 65 | 25 |
| 28 | 100 | 70 | 30 |
| 29 | 85 | 55 | 30 |
| 30 | 85 | 65 | 20 |
| 31 | 85 | 60 | 25 |
| 32 | 85 | 65 | 20 |
| TOTAL | | | 680 |
| MEAN | | | 21.25 |

**Table XIII. Mean of Post Test- Pre Test in Control Group**

| NO | SCORE POST TEST | SCORE PRE TEST | DECREASE |
|----|-----------------|----------------|----------|
| 1 | 65 | 50 | 15 |
| 2 | 75 | 55 | 20 |
| 3 | 75 | 65 | 10 |
| 4 | 85 | 70 | 15 |
| 5 | 75 | 50 | 25 |
| 6 | 75 | 70 | 5 |
| 7 | 75 | 55 | 20 |
| 8 | 75 | 50 | 25 |
| 9 | 75 | 65 | 10 |
| 10 | 85 | 70 | 15 |
| 11 | 85 | 70 | 15 |
| 12 | 70 | 65 | 5 |
| 13 | 80 | 70 | 10 |
| 14 | 75 | 65 | 10 |
| 15 | 65 | 50 | 15 |
| 16 | 70 | 55 | 15 |
| 17 | 75 | 65 | 10 |
| 18 | 70 | 55 | 15 |
| 19 | 75 | 55 | 20 |
| 20 | 75 | 70 | 5 |
| 21 | 75 | 70 | 5 |
| 22 | 85 | 65 | 20 |
| 23 | 85 | 70 | 15 |
| 24 | 80 | 55 | 25 |
| 25 | 85 | 60 | 25 |
| 26 | 80 | 65 | 15 |
| 27 | 75 | 70 | 5 |
| 28 | 80 | 50 | 30 |
| 29 | 85 | 55 | 30 |
| 30 | 80 | 50 | 30 |
| 31 | 70 | 65 | 5 |
| 32 | 75 | 70 | 5 |
| TOTAL | | | 490 |
| MEAN | | | 15.3125 |

The hyphothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$T = \frac{Mx - My}{\dfrac{dx + dy^2}{nx + ny - 2} \quad \dfrac{1}{nx} + \dfrac{1}{ny}}$$

$$= \frac{21.25 - 15.31}{\dfrac{5.19 + 5.76}{32 + 32 - 2} \quad \dfrac{1}{32} + \dfrac{1}{32}}$$

$$= \frac{5.94}{\dfrac{10.95}{32 + 30} \quad \dfrac{1}{32} + \dfrac{1}{32}}$$

$$= \frac{5.94}{\dfrac{10.95}{62} \quad 0.03 + 0.03}$$

$$= \frac{5.94}{0.17661(0.06}$$

$$= \frac{5.94}{0.010}$$

$$= \frac{5.94}{0.1}$$

$$= 59.4$$

From the computation above, it can be seen that $t_{obs} = 59.4$. The testing hyphothesis is conducted in order to find out whether that hyphothesis is accepted or rejected. The basis of testing hyphothesis is that $H_a$ is accepted if the $t_{obs} > t_{tab}$. In this study the calculation of the scores uses t-test for the degree of freedom 62( df = N+N-2) at the level of significant 0.05 that the critical value is 1.999. So it can be seen that $t_{tab} = 1.999$.

After the scores were calculated, it was found that in this study the $t_{obs}$ is higher than the $t_{tab}$. It can be seen as follow:

$T_{obs} > t_{tab}$ (0.05) with df 62

59.4 > 1.999

From the result above, it shows that the alternative hyphothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$) is rejected. It means that reading text by using THIEVES strategy effect students' ability in reading comprehension.

**B. Validity and Reliability of the Text**

**1. The Validity**

$$Rxy = \frac{n \ xy - x \ y}{\sqrt{n \ x^2 - ( x)^2 \ n \ y^2 - ( y)^2}}$$

$$Rxy = \frac{30 \ 332 - 23 \ 389}{\sqrt{30 .23 - (23)^2 \ 30 \ 5845 - (389)^2}}$$

$$Rxy = \frac{9960 - 8947}{\sqrt{690 - 529 \ 175350 - (151321}}$$

$$Rxy = \frac{1013}{\sqrt{(161)(24029)}}$$

$$Rxy = \frac{1013}{\sqrt{3868669}}$$

$$Rxy = \frac{1013}{1966.89}$$

Rxy = 0.61

It means 0.61 means that validy of the test was high validity. It can be seen as in following statement of Arikunto.

0.00-0.20       validity is very low

0.21- 0.40       validity is low

0.41- 0.60       validity is sufficient

0.61- 0.80       validity is high

0.81- 1.00       validity is very high.

2. **The Reliability**

**Table XIV.The Calculation Data of Test Reliability**

| NO | Xt | Xt² |
|----|----|----|
| 1 | 12 | 144 |
| 2 | 12 | 144 |
| 3 | 14 | 196 |
| 4 | 12 | 144 |
| 5 | 12 | 144 |
| 6 | 12 | 144 |
| 7 | 13 | 169 |
| 8 | 13 | 169 |
| 9 | 13 | 169 |
| 10 | 13 | 169 |
| 11 | 12 | 144 |
| 12 | 13 | 169 |
| 13 | 12 | 144 |
| 14 | 13 | 169 |
| 15 | 12 | 144 |
| 16 | 13 | 169 |

| | | |
|---|---|---|
| 17 | 12 | 144 |
| 18 | 13 | 169 |
| 19 | 13 | 169 |
| 20 | 14 | 196 |
| 21 | 13 | 169 |
| 22 | 15 | 225 |
| 23 | 14 | 196 |
| 24 | 13 | 169 |
| 25 | 13 | 169 |
| 26 | 13 | 169 |
| 27 | 14 | 196 |
| 28 | 12 | 144 |
| 29 | 13 | 169 |
| | $\sum$xt =373 | $\sum$xt²= 4815 |

From the data above, the next step were finding out the total mean, total variance, and accounting the reliability of the suing $KR_{21}$ formula:

a. **Mean**

From the data above it know $\sum xt = 373$, and N= 2, so:

$$MT= \frac{\sum xt}{n}$$

$$= \frac{373}{29}$$

$$= 12.86$$

b. **Total Variance**

Before calculating test variance $\sum xt^2$ was calculated as below it known

$\sum xt^2 = 4815$, $\sum xt= 373$ and N $= 29$

$$\sum xt^2 = \sum xt^2 - (\frac{\sum xt}{n})^2$$

68

$$\sum xt^2 = 4815 - (\frac{373}{29})^2$$

$$\sum xt^2 = 4815 - (12.86)^2$$

$$\sum xt^2 = 4815 - 165.37$$

$$\sum xt^2 = 4649.63$$

From the calculation above, it known that $\sum xt^2 = 4649.63$ and N = 29, the total variance

was:

$$St^2 = \frac{\sum xt^2}{n}$$

$$St^2 = \frac{4649}{29}$$

$$St^2 = 160.31$$

c.  Calculation the reliability of the test by using the formula. Where N= 29, Mt = 12.86 ,

   $St^2 = 160.31$ , so the reliability of the test was calculated as below :

$$R = \frac{n}{n-1} \quad 1 - \frac{Mt\,(n-Mt}{(n)(st^2)}$$

$$R = \frac{29}{29-1} \quad 1 - \frac{12.86\,(29-12.86}{(29)(160.31)}$$

$$R = \frac{29}{28} \quad 1 - \frac{12.86\,(16.14)}{(4648.99)}$$

$$R = 1.035 \quad 1 - \frac{207.56}{4648.99}$$

$$R = 1.035\ (1-0.044)$$

R= 1.035 (0.956)

R= 0.98 ( reliability is very high )

The following is the range of reliability based on Arikunto's statements:

0.00- 0.20         : reliability is very low

0.21-0.40         : reliability low

0.41-0.60         : reliability is sufficient

0.61-0.80         : reliability is high

0.81-1.00         : reliability is very high

Based on the calculation above, the result of reliability of test was 0.98 if on internal coefficient distance between 0.81- 1.00. It means the reliability of the test was very high.

# CHAPTER V

# CONCLUSIONS AND SUGGESTION

## A. Conclusion

From the data obtained it is seen that the result of the students' ability in reading comprehension by using THIEVES strategy is higher than that by using conventional strategy at the eight grade of YP Al Masdar Batang Kuis. THIEVES strategy is significant to be used in the effect on the students' achievement in reading comprehension . The result of $t_{observed}$ is 59.4 and $t_{table}$ is 1.999  ($t_{observed} > t_{table}$, 59.4> 1.999). It means that $H_0$ is rejected and $H_a$ is accepted. There is a significant effect of using THIEVES strategy on the students' achievement in reading comprehension.

## B. Suggestion

Based on the conclusion above, the researcher gives some suggestions as follows:

1. English teachers are suggested to use THIEVES strategy in their teaching learning process in order to improve the students' reading ability.

2. The researchers who are interested in doing a research related to this study should try to apply THIEVES strategy on different level of learners through different genre to prove the effectiveness of THIEVES strategy on students' reading ability.

Finally, the resarcher considers that this study still need validity from the next researcher that has the similar topic with this study.

# REFERENCES

Adriane Gear. 2008. Nonfiction Reading Power, (Canada: Stendhouse Publisher)

Adriane Gear. 2008. *Nonfiction Reading Power*, (Canada: Stendhouse Publisher)

David A Sousa. 2005. *How The Brain Learns To Read*. (California : Corwin Press)

Dina Gusvianti, Yuli Tiarina. 2012. *Journal of English Language Teaching*. Vol. 1 No. 1, September

Donald Ary. 2010. *Introduction to Research in Education.* (Canada. Wadswarth Cangage Learning)

Donna M Lusardi. 2013. *The New Book Of Knowledge; Home And School Reading And Study Guides*, (Scholastic Library Publishing)

Frank Smith. 2014. *Understanding Reading : A Psycholinguistic Analysis Of Reading And Learning To Read*. (London : Lawrence Erlbaum Associates Publishers)

Ken Hyland. 2015. *Genre and Second Language Writing*. (The United State of America: The University of Michigan Press)

Martin H. Manser. 2013. *Oxford Learners Pocket Dictionary*. (China : Oxford University)

Muhammad Mahmud Ghali. 2015. *Towards Understanding The Ever Glorious Qur'an* (Mesir : Al-Azhar University)

Rudi Hartono. 2013. *Genres of Text*. (Semarang: UNNES)

Siahaan, Sanggama. 2008. *Issues In Linguistic*. Yogyakarta: Graham Ilmu.

Stephanie McAndrews L. 2008. *Diagnostic Literacy Assessments and Instructional Strategies*. (Chicago: The International Reading Association, Inc.)

Suzanne Liff Manz. 2012. *A Strategy for Previewing Textbooks: Teaching Readers to Become THIEVES*. (New York : Jurnal reading teacher vol 55 no 5 febuari)

Syahrum and Salim. 2007. *Metodologi Penelitian Kuantitatif.* (Bandung: Cipta pustaka Media)

Suharsimi Arikunto. 2009. *Prosedur Penelitian Suatu Pendekatan Praktek.* (Jakarta: Rineka Cipta)

Suharsimi Arikunto. 2009. *Prosedur Penelitian Suatu Pendekatan Praktek.* (Jakarta: Rineka Cipta)

Suharsimi Arikunto. 2009. *Prosedur Penelitian Suatu Pendekatan Praktek.* (Jakarta: Rineka Cipta)

Sri Wahyuna Saragih. 2017. *Statistik Pendidikan.* Medan.

Wallace. 2010. *C. Reading*. (Oxford : Oxford University Press)

**Documentation Research**

**Appendix 1**

<p align="center">**RENCANA PELAKSANAAN PEMBELAJARAN**</p>

<p align="center">**(RPP)**</p>

**Nama Sekolah**  **: YP SMP Al Masdar**

**Mata Pelajaran**  **: Bahasa Inggris**

**Kelas/Semester**  **: VIII/II (Genap)**

**Alokasi Waktu**  **: 4× 45 menit (2x pertemuan)**

**Materi**  **: Recount Text**

**A. Standar Kompetensi : Membaca**

  5. Memahami makna dalam esei pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar.

**B. Kompetensi Dasar  :**

  5.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

  5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

  5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar.

## C. Indikator

1. Siswa mampu mengidentifikasi fungsi sosial dan struktur generik recount text.

2. Siswa dapat memperoleh informasi dari teks terkait ke tema.

3. Siswa dapat mengidentifikasi fitur gramatikal recount text.

## D. TujuanPembelajaran

Para siswa mampu menganalisis struktur generik, fitur gramatikal tulis ulang teks dan pahami ide utama dari teks.

## E. Materi Pokok

Recount Text

a. Definition

A text that tells about past experiences or events. It can be based on the author s personal experience (not always factual) or historical events.

b. Social Function

The social function of this text is to retell event for the purpose of informing or entertaining.

c. Structure

Orientation : opening of recount which provides the setting and introduces the participants of the text.

Events :events in the order they happened.

Re-orientation : optional. This part closes the text by telling how the experience ended and some of the writer" s thoughts about it

d. Grammatical features

- Use of proper nouns and pronouns identify people, animals, or things Example: Mr. Lawrence, the postman, she
- Word families are used to build topic information Example: smoke signals, drums, telephone, television
- Varied action verbs are used to build word chains. These may be synonym, antonym or repetition
- Descriptive words add details about who, what, when, where and how.
- Adverbs and adverbial phrases sequence events in time and indicate place. Example : on 26 June 1984 - Texts are written in past tense to retell past events. Example: she smiled
- Conjunctions (when, but) to combine clauses and connective to sequences events (first, then. finally) are used
- Evaluative language is used in factual and personal recounts.

**Contoh Recount Text**

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late. I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

**F. Metode Pembelajaran**

- THIEVES Strategy

**G. Langkah-Langkah Kegiatan**

**Pertemuan Ke I:**

**Kegiatan Awal (10*)**

- Mengucapkan salam dengan siswa ketika memasuki ruang kelas

- Berdoa sebelum memulai pelajaran

- Mengecek kehadiran siswa

- Mengecek kerapian dan kebersihan ruang kelas

**Kegiatan Inti (60\*)**

**Eksplorasi (20\*)**

- Guru memberikan pengantar tentang materi oleh menanyakan beberapa pertanyaan

- Siswa menjawab pertanyaan secara lisan

- Guru menjelaskan definisi, fungsi sosial, generic struktur dan fitur bahasa dari teks recount.

- Guru menunjukkan siswa contoh teks penghitungan ulang.

- Guru menjelaskan tentang THIEVES stategy sebelumnya siswa membaca teks.

- Guru menulis komponen THIEVES papan tulis

**Elaborasi (30\*)**

- Guru meminta siswa untuk memperhatikan contoh recount text

- Guru memberi siswa lembar kerja THIEVES.

- Guru meminta siswa untuk menyelesaikan lembar kerja berdasarkan contoh teks.

- Guru membimbing siswa untuk menyelesaikan bagian THIEVES

- Guru memeriksa siswa bekerja dan berdiskusi dengan siswa.

**Konfirmasi (10\*)**

- Guru bersirkulasi dan mencatat semua masalah mereka memiliki bagian dari THIEVES.

- Guru bertanya kepada siswa tentang kesulitan

- Guru memberi kesempatan kepada siswa untuk bertanya pertanyaan

- Guru menjawab pertanyaan dari siswa

- Guru memberikan kesimpulan.

**Kegiatan Akhir (10\*)**

- Guru mengingatkan siswa untuk belajar sendiri di rumah

- Guru memotivasi siswa untuk belajar lebih giat

- Guru memberikan pernyataan penutup dan menolak

**Pertemuan Ke II:**

**Kegiatan Awal (10\*)**

- Mengucapkan salam dengan siswa ketika memasuki ruang kelas

- Berdoa sebelum memulai pelajaran

- Mengecek kehadiran siswa

- Mengecek kerapian dan kebersihan ruang kelas

**Kegiatan Inti (60\*)**

**Eksplorasi (20\*)**

- Guru memberikan pengantar tentang materi oleh menanyakan beberapa pertanyaan

- Siswa menjawab pertanyaan secara lisan

- Guru menjelaskan definisi, fungsi sosial, generic struktur dan fitur bahasa dari teks recount.

- Guru menunjukkan siswa contoh teks penghitungan ulang.

**Elaborasi (30\*)**

- Guru meminta siswa untuk memperhatikan contoh recount text

- Guru memberi siswa lembar kerja.

- Guru meminta siswa untuk menyelesaikan lembar kerja berdasarkan contoh teks.

- Guru memeriksa siswa bekerja dan berdiskusi dengan siswa.

**Konfirmasi (10\*)**.

- Guru bertanya kepada siswa tentang kesulitan lembar kerja

- Guru memberi kesempatan kepada siswa untuk bertanya pertanyaan

- Guru menjawab pertanyaan dari siswa

- Guru memberikan kesimpulan.

**Kegiatan Akhir (10\*)**

- Guru mengingatkan siswa untuk belajar sendiri di rumah

- Guru memotivasi siswa untuk belajar lebih giat

- Guru memberikan pernyataan penutup dan menolak

## H. Sumber

- Nancy Rogers Bosso, (2015), Reading *Comprehension Grade 8*, USA: Carson-Dellosa Publishing.

## I. Bahan

- Papantulis

- Spidol

- Teks yang terkait

- Bacaan yang terkait

**J. Penilaian**

- Teknik penilaian         : Tes tertulis

- Bentuk penilaian        : Tes pilihan ganda (individu)

- Instrument penilaian    : Terlampir

Medan,    Mei 2018

Mengetahui

English Teacher                                  Researcher

**Suri Rie, S.Pd**                                **Defitri**

Known By The Headmaster of

**YP SMP Al Masdar**

**M. Idris Siregar S.H**

**Appendix 2**

## Reading Comprehension Test

**Name**         :

**Class**          :

**Semester**     :

**Time**           :

**Choose the correct answer by crossing the a, b, c or d**

**Read the text to answer questions 1-3**

**The Old Man and the Durian Tree**

In a very quiet little village, lived an old man, over 80 years old. He was planting a durian tree when a neighbor observed him. The neighbor asked the old man, "Do you expect to eat durian from that tree? The durian tree will take about 8 years to bear fruit." The old man rested on his spade and smiled. He said, "No, at my age I know I won't. All my life I have been enjoying durians, but never from a tree have I planted before. I wouldn't have had durians if other men haven't done what I'm doing now. I'm just trying to repay the other men who have planted durians for me. "No wonder he looked so happy. We should give first and only then, get something in return. We will not only get what we want but will actually be really happy in the end, because we need to sow first before we can reap.

1. The neighbor wondered about the old man because….

a. The old man loved planting durian trees

b. The old man planted a tree that took time to bear fruit

c. The old man planted a tree to sell the fruit

d. The old man enjoyed eating durians so much

2. What can we learn from text?

a. We can reap after we sow

b. Giving is better than receiving

c. Planting is a good activity

d. Be a curious person in anything

3. What is main idea from the text?

**Read the text to answer  questions 4-8**

If you are a sports fan, you are sure to know the name Michael Jordan.  He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

4.   The best title for the text is…
   A.  A warm, caring person.
   B.  Michael jordan.
   C.  A sports fan.
   D.   A famous star.

5.   Why is he famous?
   A.  He is handsome.
   B.  He gives charity.
   C.  Sports fans know him.
   D.  The author admires him.

6.   What is the main idea of the third paragraph?

   A. Michael Jordan is handsome.

   B. Everyone dreams to be Michael Jordan.

   C. His playing ability is great.

   D. Michael Jordan has great personality

7. The word *outstanding* in "His personality, too, is as *outstanding* as his playing ability" means…

   A. Great.

   B. Warm.

   C. Famous.

   D.  Determined.

8. What is main idea from the text?

**Read the text to answer  question 9-12**
**The Legend of Surabaya**

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in a sea. Actually, they were friends. But when they were angry, they were very greedy. On one hot day, Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch, "said Baya." No way! This is my lunch. You are greedy! I have not eaten for two days!" said Sura. Then Sura and Baya fought as usual. After several hours, they were very tired. Sura had a plan to stop their bad habit. "I'm tired of fighting, Baya," said Sura. "Me too. What should we do to stop fighting? Do you have any idea? "Asked Baya. "Yes, I do. Let's share our territory. I live in the water, so I look for food in the sea. And you live on the land, right? So, you look for the food also on the land. The border is the beach, so we will never meet again. Do you agree?" asked Sura. "Hmmm… let me think about it. OK, I agree. From now on, I will never go to the sea again. My place is on the land, "said Baya. Then they both lived in the different places. But one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was

very angry when he knew that Sura broke the promise. "Hey, what are you doing here? This is my place. Your place is in the sea!" "but, there is water in the river, right? So, this is also my place!" said Sura. Then Sura and Baya fought again. They both hit each other.

Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again. The place where they were fighting was a mess. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it's from Sura the shark and Baya the crocodile.

9. After reading the text above, we know that….
a. Sura kept the promise
b. Sura broke the promise
c. Sura lived in the jungle
d. Sura and Baya fought again

10. What was the border agreed by both Sura and Baya?
a. The beach
b. The water
c. The land
d. The sea

11. "What should we do to stop fighting?" (line 10)
What does the underlined word refer to?
a. People of Surabaya
b. People and Sura
c. People and Baya
d. Sura and Baya

12. What is main idea from the text?

**Read the text to answer questions 13-15**

Raflessia Arnoldi

Rafflesia can be found in the forests of Malaysia, Southern Thailand, Sumatra and Java. But, Rafflesia flowers are fairly hard to locate. It is especially difficult to see them in bloom. Its buds take up to 10 months to develop while its blossom lasts for just a few days.

Rafflesia has brownish, scale like leaves and fleshy, smelling flowers of various sizes, from few inches to meter big in diameter. We usually <u>notice</u>its large fleshy flowers. There is a deep well in the centre of the flowers. The sexual organs are located beneath the rim of the disk. Male and female flowers are separate.

The reddish brown colors of the petals, sprinkled with white freckles produce unpleasant stench, similar to rotting flesh. This would attract flies and insects which help disperse the seeds. Rafflesiaisparasite, which means it takes the nutrient out of its host.

13. The text *mainly* describes… of Rafflesia
A. The location
B. The petals
C. The sexual organs
D. Physical look

14. It is hard to *find* Rafflesia because of its…
A. Location.
B. Short Life.
C. Large Size.
D. Smell.

15. What is main idea from the text?

**Read the text to answer questions 16-18**

Last autumn I was in India during Diwali, the "Festival of Lights" which takes place every year to celebrate the victory of good over evil. This festival lasts for five days and is held at the end of October or in the first week of November.

Preparations began weeks before the event. People cleaned their homes and painted wonderful designs called rangolis on the walls and floors. They bought beautiful new clothes and jewelry to wear during the festival. Women made delicious sweets which were better than any others I have ever tasted.

During the five days of Diwali, every home and temple was decorated, inside and outside, with lovely clay lamps and colourful candles. After dark, the whole neighbourhood glittered with thousands of tiny lights, as though in a fairy tale. Excited children set off firecrackers, and at first I was frightened by the loud bangs, but the spectacular display was so fascinating that I soon joined in the spirit of celebration.

Diwali is a deeply moving festival. I am very grateful I had the chance to share in this celebration of peace and harmony. I have fond memories of the experience, and in particular I will never forget how friendly and generous people were.

16. What is Diwali?
A.    Celebration
B.    Wonderful designs
C.    Festival of Lights
D.    Home and temple in India

17. The main idea of paragraph 3is…
A.    The preparations for Diwali was very long.
B.    Diwali was celebrated everywhere.
C.    The writer was very happy with Diwali.
D.    During Diwali, houses were decorated with lamps and candles.

18. what is main idea from the text?

**Read the text to answer question 19-20**

A long time ago, in Minahasa lived an old man with his grandson, Nando. Nando waslimped. He could not walk well. His grandfather loved him so much. He never permittedNando to go out alone.Nando's grandfather job was looking for wood in the jungle. Nando really wanted togo to

the forest with him, but he never gave permission. But finally, he let Nando to go to theforest with him. In forest, Nando walked slowly behind his grandfather. He was very excited.He saw some monkeys. When his grandfather looked back, he was shocked. Nando was lost.The grandfather went back home very sad.Next day, the grandfather was back to the jungle. When he was walking, he heard astrange bird making sound "Moo poo..Moo poo". He felt the bird said, "Opoku.. Opoku". Itmeans "My grandpa..My grandpa.. Thegrandfather was surprised. He approached the bird. Itwas limped. There were tears in the bird eyes. He knew that Nando had changed into a bird.

19. Where was the story told about...
a. In Maluku
b. In Padang
c. In jungle
d. In Minahasa
20. What is main idea from the text?

**Appendix 3**

## Answer Key of Reading Comprehension Test

1. **B**
2. **A**
3. In a very quiet little village, lived an old man, over 80 years old.
4. **C**
5. **D**
6. **A**
7. **B**
8. If you are a sports fan, you are sure to know the name Michael Jordan.
9. **A**
10. **D**
11. **C**
12. A long time ago in East Java there were two strong animals, Sura and Baya.

13. **C**
14. **D**
15. Rafflesia can be found in the forests of Malaysia, Southern Thailand, Sumatra and Java.
16. **D**
17. **D**
18. Last autumn I was in India during Diwali, the "Festival of Lights" which takes place every year to celebrate the victory of good over evil.
19. D
20. A long time ago, in Minahasa lived an old man with his grandson, Nando.

# Appendix 5

## VALIDITAS

| kode siswa | butir pertanyaan ke | | | | | | | | | | | | | | | | | | | | skor | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | y | y2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 | 400 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 | 361 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 | 400 |
| 4 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 8 | 64 |
| 5 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 7 | 49 |
| 6 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 16 | 256 |
| 7 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 16 | 256 |
| 8 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 11 | 121 |
| 9 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 12 | 144 |
| 10 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 5 | 25 |
| 11 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 8 | 64 |
| 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 | 400 |
| 13 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 | 400 |
| 14 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 14 | 196 |
| 15 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 13 | 169 |
| 16 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 10 | 100 |
| 17 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 8 | 64 |
| 18 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 18 | 324 |
| 19 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 6 | 36 |
| 20 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 13 | 169 |
| 21 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 | 361 |
| 22 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 13 | 169 |
| 23 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 9 | 81 |
| 24 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 9 | 81 |
| 25 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 | 361 |
| 26 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 | 361 |
| 27 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 16 |
| 28 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 8 | 64 |
| 29 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 17 | 289 |
| 30 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 8 | 64 |
| ∑X | 23 | 13 | 25 | 17 | 16 | 25 | 24 | 18 | 15 | 18 | 20 | 16 | 23 | 17 | 26 | 22 | 14 | 21 | 18 | 18 | 389 | 5845 |
| ∑X² | 23 | 13 | 25 | 17 | 16 | 25 | 24 | 18 | 15 | 18 | 20 | 16 | 23 | 17 | 26 | 22 | 14 | 21 | 18 | 18 | | |
| ∑XY | 332 | 227 | 330 | 285 | 273 | 333 | 320 | 282 | 257 | 286 | 276 | 264 | 343 | 274 | 346 | 326 | 231 | 300 | 280 | 280 | | |
| k.PRODUCT MOMENT | | | | | | | | | | | | | | | | | | | | | | |
| A | 1677 | 2207 | 835 | 2507 | 2512 | 931 | 904 | 2022 | 2389 | 2150 | 1052 | 2224 | 2029 | 2155 | 958 | 1874 | 1946 | 1431 | 1958 | 1958 | | |
| B1 | 207 | 247 | 175 | 255 | 256 | 175 | 192 | 252 | 255 | 252 | 240 | 256 | 207 | 255 | 156 | 220 | 252 | 231 | 252 | 252 | | |
| B2 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | 35719 | | |
| B1 X B2 | 7393833 | 8822593 | 6250825 | 9108345 | 9144064 | 6250825 | 6858048 | 9001188 | 9108345 | 9001188 | 8572560 | 9144064 | 7393833 | 9108345 | 5572164 | 7858180 | 9001188 | 8251089 | 9001188 | 9001188 | | |
| C | 2719.2 | 2970.3 | 2500.2 | 3018.0 | 3023.9 | 2500.2 | 2618.8 | 3000.2 | 3018.0 | 3000.2 | 2927.9 | 3023.9 | 2719.2 | 3018.0 | 2360.5 | 2803.2 | 3000.2 | 2872.5 | 3000.2 | 3000.2 | | |
| rxy | 0.617 | 0.743 | 0.334 | 0.831 | 0.831 | 0.372 | 0.345 | 0.674 | 0.792 | 0.717 | 0.359 | 0.735 | 0.746 | 0.714 | 0.406 | 0.669 | 0.649 | 0.498 | 0.653 | 0.653 | | |
| rtabel | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | 0.306 | | |
| Ket. | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | TRUE | | |