



**IMPROVING STUDENTS' READING COMPREHENSION IN
DESCRIPTIVE TEXT THROUGH THIEVES (TITLE, HEADING,
INTRODUCTION, EVERY FIRST SENTENCE, VISUAL/VOCABULARY,
END OF THE TEXT, AND SUMMARY) STRATEGY AT VII GRADE
STUDENTS MTS NEGERI 2 LABUHANBATU UTARA**

SKRIPSI

*Submitted to Faculty of Tarbiyah and Teacher Training State Islamic University
North Sumatera Medan as a Partial Fulfillment of the Requirement for S-1
Degree*

By:

NANDA SARI

34.15.3.072

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

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MEDAN

2019

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Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan
seperlunya terhadap skripsi saudara

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Jurusan : Pendidikan Bahasa Inggris

**Judul : Improving Students' Reading Comprehension in
Descriptive Text Through THIEVES Strategy at VII grade Students MTs
Negeri 2 Labuhanbatu Utara**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan
dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN
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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, 1 Agustus 2019
Yang Membuat Pernyataan



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ABSTRACT

Improving Students' Reading Comprehension in Descriptive Text Through THIEVES Strategy at VII grade Students MTs Negeri 2 Labuhanbatu Utara

Keyword : THIEVES strategy, Students' Reading Comprehension, Classroom Action Research

The aimed of this research to improve students' reading comprehension in descriptive text through Thieves Strategy. The subject of this this research was the students grade VII-D of MTs Negeri 2 Labuhanbatu Utara. The students consists of 32 students. This research by conducting Classroom Action Research. The techniques of analyzing the data of this research applied qualitative and quantitative data. The qualitative data were taken from observation sheet, interview and documentation. The quantitative data were taken from reading test. The data were taken from the result which is carry out in two cycles. The tests were given to the students in form of pre-test, post –test I in the first cycle, and the post-test II in the second cycle. Based on the data, there were an improvement on the students' reading comprehension in comprehending the text from each cycle. It showed from the mean of pre-test was 51.10. There were five students who passed or it is only 18.75%. After doing cycle I through THIEVES strategy, there were improvement of the result of the students' mean is 63.4. There were thirteen students passed or 40.63%. Then in cycle II, there were improvement of students' mean is 77.8. There were 26 students passed or 86.95%. The result of the data shows that the students were more interest and motivate in comprehending the text and they were enthusiastic during teaching and learning process through THIEVES strategy. The students were more active and they seem enjoy working in the class. The result of this research shows that THIEVES strategy significantly improve students' reading comprehension in comprehending text.

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The written of this skripsi entitled “Improving Students’ Reading Comprehension Through THIEVES Strategy at VII Grade Students MTs Negeri 2 Labuhanbatu Utara”.

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Medan, 06 August 2019

Nanda Sari

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the four skills in English that must be mastered by the students. Reading is important to improve English skills of the students. The students need to understand that the point of reading is to comprehend the text and to get message. Students are directed to understand many kinds of texts such as descriptive, recount and narrative. In improving reading skills, teaching and learning reading process must be run well.

Tarigan stated that reading is a process to get message of the writer that carried out and used by reader through words could be seen and known by reader.¹ In short, reading is an activity to find out meaning through words or written languages and how this ability is understood in words.

In the classroom practice, reading is to find out message. In order to get the message, students need to comprehend what they have read. Comprehension means the ability of understanding completely that conveyed in a reading text through words and sentences. So reading comprehension is the important one of materials in teaching reading that is given for students.

Reading comprehension is an essential process to develop and understand English. In reading comprehension students must have ability to read the English text

¹ H. G. Tarigan. 2008. *Membaca : Sebagai Suatu Keterampilan Berbahasa*. Edisi Revisi. Bandung: Angkasa. P.7

well. In reading comprehension, the students do not have to read the text only but give the understanding about the content of the english text. To become a good reader, the students should have a specific purpose before they interact with the text.

In reading comprehension, students are expected to get understanding and interpreting the content in the english text. It means that the students need to become familiar with a a lot of information of the content. In this manner, students require a few capacities to comprehend and interpret main ideas in the text detailing that expose main and supporting the ideas in the english text. They additionally need to interface the content to their learning base.

However, in fact shows reading comprehension is not simple thing to carried out and usage in learning and teaching english. Based on my experience in PPL (Practical Teaching practice, most of students still found difficulties in reading comprehension although they have in the last grade. They did not have ability to comprehend and find the ideas in the english text. Sometimes students knew the meaning of words in the text, but they still do not know how to get main idea or information in whole paragraph. Most of them did not have ability to give the ideas from the reading text,so the learning and teaching reading process did not run well.

The problems above can be caused by two factors. The first factor students had poor words recognition is the most common problem of the students, so they must be know and remember the meaning of words to comprehend the text. Students sometimes read without understand the text talked about. The second factor can be caused students were lack of motivation and the material was not

interesting to build their spirit, so they did not get any various material in their reading text. Besides of it, strategy which used was not suitable. Commonly, the teacher did not make the students as a centre. The teacher often read the text and translating the text, so the students did not have any activity besides heard to their teacher. This condition makes the students bore and learning reading process was uninteresting.

Nowadays, teaching reading still focuses on the reading words fluently with good pronunciation and understand the meaning of words. The teacher often teaching reading asked to the students to read english text from the beginning until the end of the english text and rare asked the students to try get the meaning from the text, so most of the students did not have ability to comprehend the text. Therefore, it could be concluded that this strategy was not appropriate to be applied in the classroom.

In view of the theory, it implies one of the requirements in order to reach success in comprehending reading a text. In teaching English, many strategies that available which can help the students comprehend the text and make the learning process easier. In order to improve students' comprehension in reading, the teacher should be able to find a good strategy. The researcher introduced one of the available strategies which are associated with reading is Thieves Strategy. This strategy allow the students will be enjoyable in reading and actually make the learning process in reading will be better. So the researcher wants feel enjoyable through this strategy. THIEVES (Title, Heading, Introduction, Every first sentence, visual/vocabulary, End of the text and summary) Strategy or the result of pre-reading steps before diving into a textbook chapter reading and recalling texts has

been assumed to be one of the efficient strategies in reading comprehension. THIEVES Strategy is a pre-reading strategy that will allow the students to get a major picture perspective of the part before the students begin reading the text. Students learn how to “steal” the information through Title, Heading, Introduction, Every first sentence, visual/vocabulary, End of the text and summary from the text. It would be an easier thing to create the students easy to get the information from the text. Researcher would like introduce Thieves Strategy as a strategy in teaching English especially in reading comprehension. Because in this strategy the students offer the chance to discover the information before they read until they get inspiration in learning english particularly in reading.

Based on the explanation given, the writer would like conduct a research on reading with the title “Improving Students’ Reading Comprehension in Descriptive Text Through THIEVES (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of the text, and Summary) Strategy at VII Grade Students MTs Negeri 2 Labuhanbatu Utara.”

B. Identification of Study

Based on the background of the problem above, the researcher identify the problem faced by students in learning English follows :

1. Most of the students feel difficult to find out the main idea of the text.
2. Most of the students feel difficult to get information in a text.
3. The teacher seldom used various techniques in learning process.

C. Limitation of Study

There are four skills in English. They are listening, writing, reading and speaking. In this research focuses on reading comprehension. To improve students' reading comprehension is need to apply a strategy. There are many strategies to improve reading comprehension. This research chooses Thieves strategy to improve students' reading comprehension.

D. Research Question

This research questions of this study are:

1. Can Thieves Strategy improve the students' reading comprehension at Seventh Grade Students MTs Negeri 2 Labuhanbatu Utara, especially in descriptive text?
2. How does Thieves Strategy impove students' reading comprehension in learning English at Seventh Grade Students MTs Negeri 2 Labuhanbatu Utara in Academic Year of 2018/2019, especially in descriptive text?

E. Objective of Research

The objective of the research are:

1. To find out whether students' students' reading comprehension in descriptive text can improve by applying THIEVES Strategy at Seventh Grade Students MTs Negeri 2 Labuhanbatu Utara in Academic Year of 2018/2019.
2. To describe the applying of Thieves strategy to improve students' reading comprehension in learning English at MTs Negeri 2 Labuhanbatu Utara in Academic Year of 2018/2019, especially in descriptive text.

F. Significances of Study

This study is expected to be useful for all parties, as follow:

1. Theoretical Significance

The result of this research can useful to enrich knowledge on the theories in learning language. The result can enhance previous theories in learning second language.

2. Practical Significances

The result of this research can useful and relevant to:

a. For the English teachers

The result of this study can improve their teaching strategies especially in teaching reading.

b. For the student

The result of this study can improve their reading comprehension especially in descriptive text.

c. Other researchers

The result of this research can encourage and motivate other researchers to conduct a research related to the study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

Theories are need to conduct the research. Theories can explain the concepts and terms that related to the research. This is aim to minimize possible misunderstanding between reader and researcher. In order words, it can help the reader get the points well in understanding the research.

1. The Definition of Reading

Allah SubhanahuWaTa'ala said in Surah Al-Alaq verse 1-5 Holy Qur'an:

(2) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ	(1) أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ
(4) الَّذِي عَلَّمَ بِالْقَلَمِ	(3) أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ
	(5) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning:

Read: in the name of your Lord Who created. Created man from a clot of congealed blood. Read: and your Lord is Most Generous. Who taught by the pen.taught man what he did not know.(Q.S Al-Alaq: 1-5)²

In first word in this verse Allah said Iqra' that means read. The verse above indicated that if we want to know about something we must read first. By reading we can get the information and develop our knowledge.

Reading comprehension is one of the ability that students should have, because by reading comprehension, the student can understand the purpose of

²Mahmud Rasyid. 1990. *The Qur'anon English Translation Meaning of the Qur'an*. Libanon: DarulChoura, p.257

readingtext. They will know the used of reading comprehension because they have real experience in having ability of comprehending some information in reading book.

طَلَبُ الْعِلْمِ قَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

Meaning:

Demanding that knowledge is obligatory for every Muslim(H.R. IbnuMajah)³

Demanding that knowledge is obligatory for every Moslem, wether male or female, wether children, teenager and adult. Thus, if the law requires that knowledge is mandatory that people who do not do will get sin. Meanwhile, people will seek knowledge will let such people who fight in Allah's way, and when he died on demand of science, then he will die as martyr.

The person who has knowledge and practices it, then his position will be lifted by Allah in the world and will be elevated in the hereafter.

نَرْفَعُ دَرَجَاتٍ مَّن نَّشَاءُ^٤ وَفَوْقَ كُلِّ ذِي عِلْمٍ عَلِيمٌ

Meaning:

"... We raise the degree of people we want, and above everyone who is knowledgeable there is another who knows." [Q.S. Yusuf: 76]⁴

³Hadits of history IbnuMajah no. 224

⁴Mahmud Rasyid.1990. *The Qur'anon English Translation Meaning of the Qur'an*. Libanon: DarulChoura, p.87

It is stated that the interpretation of the verse above is that We (Allah) elevate the degree to whom We want because of knowledge. As We have raised the degree of Yusuf ‘alaihissalaam above his brothers because of his knowledge.⁵

Reading is one of the skill that help the students in understading meaning and interpreting written discourse of the text learnt in the school. Reading intends tocomprehend the significance of printed words.⁶This means that reading is a process to get the idea and information that serve in the text by writter efficiently and effectively.

According to Tampubolon, reading is one of four skill in english and one of element in written communication.⁷ Reading meant an activity that used by reader to get and interpret the infomation or messenger in written or printed of words or symbols. Meanwhile, Richard and Julian, reading is the interpretation meaning of printed word or symbols.⁸ It means that the reader not only know how the reader can read the text and can get the information from the text, but the most important is how the reader can comprehend the text. As Finnochiaro in Cahyani stated reading is conveying meaning to and getting information from printed or written symbol.⁹

⁵<https://almanhaj.or.id/2311-keutamaan-ilmu-syari-dan-mempelajarinya.html>.

Accessed on April 01, 2019. At 09.00 P.M

⁶ M.F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Tecniques)*, (Jaipur: Sunrise Publisher & Distributors, 2008), p.113

⁷ D.P. Tampubolon 1987. *Kemampuan Membaca*. Bandung: Angkasa. P.5

⁸ Jack C. Richard & Julian Bamford, *Extensive Reading in the Second Language Classroom*, (Edinburgh: Cambridge Language Education, 2010) p.12

⁹Cahyani Isah, Hodijah.2007. *Kemampuan Berbahasa Indonesia di Sekolah Dasar*. Bandung: UPI PRESS. P.99

Based on the definition above, it can be concluded that reading is an activity to comprehend the text in order to get information, message and main idea that put into printed or written material by writer.

2. Purpose of Reading

Reading is process to find out the information and to understand a meaning. The purpose of reading is to get the idea and message in paragraph text. The essential focus in reading is comprehension. Anderson in Cahyani stated the purpose of reading.¹⁰

The first explanation about the basic purposes of reading. Reading for detail facts is aimed to know the discoveries that have been done or to solve the problem that creates by character. Reading for main ideas, this reading activity is aimed to find out main idea or topic from the reading text. Reading for sequence or organization. This reading activity is meant to know the sequence or organization of occasion or story that occurs in the next. Reading for inference. This reading activity is meant to conclude the content in reading reading passage.

At the end the purposes of reading activities. Reading for classify This reading activity is meant to classify the story in the next. To find something that is fact or not. Reading for evaluate This reading activity is meant to evaluating the contents contained in the text. Reading to compare This reading activity is meant to compare the phenomenon on the text and occurs in fact.

3. Reading Comprehension

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text

¹⁰ Ibid, p.99-100

and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading.

3.1 Definition of Reading Comprehension

In reading, the reader needs to comprehend the text that they read. It means the reader need to understand the content of the text from what they read, the writer's idea that conveys in the text, and the infomation brought on. that could be called reading comprehension.

Reading comprehension is a very complex activity.¹¹So comprehension means understanding what was read before. this is referred to as an active thought process which does not only depend on the ability to understand but also about experience and prior knowledge. Comprehension means involving students' understanding of vocabulary and looking at relationships that occur between words and concepts, the main ideas, knowing the purpose of the writer, can make judgments and evaluate.

While Suyanto stated that reading comprehension is meant to find out the message and information in the text passage.¹²

Reading comprehensin consists of two words. They are Reading and Comprehension. Both of them have each meaning as defined by Sheng.

¹¹ Larry Lewin. 2003. *Paving the Way in Reading and Writing*. USA: JOSSEY-BASS. P.2

¹²K,E, Suyanto. 2007. *English for Young Learner*. Jakarta: PT. Bumi Aksara. P.9

*“ reading may be considered the process of recognition and perception of the written or printed material. On the other hand, comprehension is understanding of the meaning of the written material and covers the conscious strategies that lead to understanding. ”*¹³

Tarigan defines that reading is an one of kind reading activity that focuses on comprehending literary standards, critical review, printed drama, and patterns of fiction.¹⁴

It can be conclude by several theories above that reading comprehension is an ability to comprehend the meaning of reading passage in written or printed words or symbol and the reader get the information, message and also about students’ experience and prior knowledge.

3.2 Level of Reading Comprehension

Level of reading comprehension refers to knowof understanding reading comprehension and which level that has been achieved. There are four levels of comprehension according to Heilman et.al as follows¹⁵ :

1) Literal Reading

Literal reading refers to skill to acquire meaning of words, idea and sentence directly in a selection. The students know meaning of words and demands the students recall the text said by their own words.

2) Interpretive Reading

¹³ Sheng, He Ji. 2000. ‘A cognitive model for teaching reading comprehension. *English Teaching Forum*. 38.4: 12-17.

¹⁴H. G. Tarigan.2008. *Membaca : Sebagai Suatu Keterampilan Berbahasa*. Edisi Revisi. Bandung: Angkasa. P.58

¹⁵A.Heilman, et.al. 1988. *The Principles and The Practices of Teaching Reading*. Ohio. Charles E. Merrill Publishing Co. p.246

The interpretive reading refers to skill how the student understand the meaning of reading text directly by authors' meant where involve reading between the lines is not directly stated in the text.

3) Critical Reading

Critical reading refers to find out the fact on the text and able to analyze and assess the facts that exist in the reading delivered by the author.

4) Creative Reading

Creative reading refers to creative in reading. The reader used imagination while reading and connected to other relation beyond that delivered by writer.

4. Genre

Genre comes from french which means 'type'. According to Knap and Watkins genre is a grouping concept for cultural practices.¹⁶ It means that genre deals with place occasion, function, behavior and interactional structure. The basic of genre writing are describing, instructing, arguing, explaining and narrating. briefly, it can be describe as classification things and experiences then putting it into words based on their characteristic and behavior respectively.

While Gerot and Wignell stated that genre as type of text in specific culturally which come from using language in spoken or written to help accomplish something.¹⁷ It means, genre are culture and have related to particular purpose, particular states (distinctive beginning, middle and end) and particular linguistics features.

¹⁶ Peter Knap and Megan Watkins.2005. *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing*. Sydney: UNSW Press. P. 77

¹⁷ L. Gerot and Wignell.1994. *Making Senseof Functional Grammar*. Commenny: Antipodean Education Enterprises. P.190

Text in English can be classified into several genre, they are:¹⁸

A narrative paragraph tells a story, either fiction or non fiction, of event of some events. Its purpose is to present a view of the world that entertains or informs readers or listeners. A recount is a writing text to document and to tell a series of events in a chronological way so that it entertains or informs a reader. A report describes the way things are with reference to a range of natural, man-made and social phenomena in our environment.¹⁹

Description is a kind of paragraph used to describe a particular person, place or thing. An exposition is used to argue for or against a social issue. An explanation is used to describe or explain a process or activity. A discussion is applied to present points of view about an issue at least from two sides namely protagonist and antagonist. Procedure is a text which gives instruction.

Spoof is a kind of genre used to retell an event with a humorous twist. Hortatory explanation text is a text to persuade the reader or listener that something should or should not be the case. Analytical exposition is a text to persuade the reader or listener that something is the case. News item is a text to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important. Reviews text is a text to critique an art work or event for a public audience.²⁰

5. Descriptive Text

¹⁸Mildred L. Larson 1984. *Meaning-based translation: A guide to cross-language equivalence*. Lanham, MD: University Press of America. P.366

¹⁹Clare Beghtol. 2001. *The Concept of Genre and Its Characteristics*, (London: Toronto University), p. 18

²⁰Linda Gerot, et.al. 1955. *Making Sense of Functional Grammar*, Cammeray: Antipodean Educational Enterprises. P. 192

According to Mc. Crimmon that descriptive can be define as a process of describing something in words with use a skill that make the reader get a reasonable impression to certain object.²¹ It means that descriptive is a type of writing in introducing verbal representation of person, place, place, thing, event, or process into an essay. A good descriptive is able to evoke all sense such as touch and taste.

Firstly, making a descriptive text we should able to undertsand the rhetorical structure (identification, description) and language features of descriptive text. Also, rhetorical construction must be used to clear the purpose communication of the text and representing with cohesively and coherently in series of sentence.

1) The Generic Structure of Descriptive Text

Gerot and Wignell stated that the generic structure of descriptive text are related in describing of identifications, such as things or phenomenon and describing the description in detail, such as good shapes, properties and characteristics of someone or something.²²

2) The Language Features of Descriptive Text

The generic structures always support by the language features. To support form of descriptive text, it must be has the significant language features to complete it. Knapp and Watkins said that the linguistics features of descriptive text are often using present tense in presenting descriptive text, using verb “be”, “has/have”, or linking verbs such as look, seem,smell, sound, etc., using mental verb in describing

²¹ J. Mccrimmon.2002. *One of Ours: James Mccrimmon and Composition Studies*. The Florida State University College of Arts and Science. P. 104

²² L. Gerot and Wignell.1994. *Making Sense of Functional Grammar*. Cammenny:Antipodean Education Enterprises. P. 208

feelings, using adjective, adverb, and adverbial phrase in presenting the descriptive text.²³

Based on the theory above, it can be concluded language features of descriptive text as follows :

1. Specific participant : has a certain object, is not common and unique (only one).
2. The use of the adjective (an adjective) to clarify the noun.
3. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
4. Action verb: verbs that show an activity

3) The Example of Descriptive Text

In this below are the example and the rhetorical structure of descriptive text:

Borobudur Temple²⁴

(Identification)

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

(Description)

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and

²³ Peter Knap and Megan Watkins.2005. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: UNSW Press. P. 98

²⁴Descriptive Text, available on:
<http://www.belajarbahasainggris.us/2012/02/contoh-descriptive-text-borobudur-temple.html>. Accessed on February, 16, 2019. At 08.00 p.m

consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

6. THIEVES Strategy

THIEVES is reading strategy that will allow you to get a big-picture view of the chapter before you begin reading it. It essentially is priming your brain to better retain and understand the importance and relevance of the information within the course.

6.1 The Definition of THIEVES Strategy

Strategy is the one of important thing which must be there in teaching and learning process to be successful. Teaching reading needs the strategy to support

learning reading process. THIEVES Strategy is the strategy which can be used by the teacher. McAndrews stated that strategy is able to present background knowledge and organizational structure for expository text from observation activities in some reading books or nonfiction texts.²⁵

According to Manz, THIEVES is strategy which can build the essential component in of an intensive reading preview. THIEVES is pre-reading that sets the purpose for reading using easily remembered acronym. Students learn how to “steal” information from the title, heading, introduction, every first sentence in each paragraphs, visual/vocabulary, ending and summary. This is part of the effort for students to gain extensive knowledge even before they first read normal words of chapter.²⁶ It means that this strategy more can help the students to get the specific information in the text and this is also the way to improve students’ reading comprehension. In learning process, teacher should be able to present simple strategy to activate background knowledge of students and not only simple but also those strategy can really help the student to solve their problem and activate their background knowledge in reading comprehension.

THIEVES is one of the alternative strategy to activate the background knowledge. In this strategy the students allowed to previewed a chapter in order to organize the chapter’s information when they read the chapter.²⁷ This definition is the reason that THIEVES can easy to use in reading comprehension. After they read

²⁵ Stephanie McAndrews L 2008..*Diagnostic Literacy Assessments and Instructional Strategies*. Chicago: The International Reading Association, Inc, p.181

²⁶ Suzanne Liff Manz, *A Strategy for Previewing Textbooks: Teaching Readers to Become THIEVES*, (New York : Journal reading teacher vol 55 no 5 febuari, 2002), www.akademia.com, download on Feb 18th 2017, p. 3, accessed on Januari 27th, 2018

²⁷ Margot Kinberg. 2007.*Teaching Reading in The Content Areas for Elementary Teachers* . USA: Shell Educational Publishing, P.86

the main body of the text, the students will find the easier to comprehend the text.²⁸because they know how to be a thieves, it should be the reason they will be find the easier to get the most information from the text based on their necessity. This strategy become alternatively to the student in understanding and comprehending the text.²⁹ In analyzing the text, the students need a critical comprehension to understand the text so the use of thieves strategy is considered able to help students understand the text especially in descriptive text.

6.2 The Nature of THIEVES Strategy

Strategy is the element in teaching and learning that to be important thing in order to get the success in learning process. THIEVES is one of the strategy that used in teaching reading and will give a lot help in learning process. This strategy will give easier in reading. After they read the main body of the text, the students will find the easier to comprehend the text. because they know how to be a thieves, it should be the reason they will be find the easier to get the most information from the text based on their necessity. Moreover, Manz in Gear says that The main function of development itself is to preview text. The teachers have talked a lot about determining something important in a text and trying to find the main idea what is the main idea of the text. We know that sometimes there is some information from a text that is considered insignificant. Then, Manz argues that THIEVES is a pre-reading strategy that has ideas in reading using easy acronyms. The students here try to try how to "steal" information from THIEVES (Title, Heading,

²⁸ Adriane Gear. 2008. *Nonfiction Reading Power*. Canada: Stendhouse Publisher, p. 91

²⁹ 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 May 18th 2017, p. 3, accessed on March 4th, 2017

Introduction, every first sentence, visual/vocabulary, ending and summary). Therefore, the strategy used by the teacher in teaching reading especially in descriptive text not only simple in strategy but also those strategy can really help the student to solve their problem and activate their background knowledge in reading comprehension.

6.3 Steps in THIEVES Strategy

According to Zwiers, he said that THIEVES in learning has three steps as follows :

Teacher	Student
Tell to the students something to begin thieves in learning such as “you can “steal” as you like before you actually read the text.	Students are directed to apply the model in a way to pass each item in the THIEVES acronym
Students can be given a bookmark from the results of the reproducible THIEVES practice with boxes on each letter	Students can use the THIEVES strategy in learning reading process especially in descriptive text after going through steps 1 and 2.

While, Brunner said that steps in THIEVES are three in learning process as follows :

Teacher	Student
Teacher tells to the students to preview the chapter prior to reading the text.	Students preview the chapter prior to reading the text.
Teacher explains to the students about THIEVES acronym. Title (Look at the title, what will be	Students do the instruction of the teacher

<p>included in the chapter and together with think what already known about this topic. Heading (look at the heading. What are the heading topic and and think how to make the heading to a question. Introduction (read the introductory of paragraph and think what is the most important in the paragraph also 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.</p>	<p>about THIEVES acronym. After that, recall what was read.</p>
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6.4 The Elements of THIEVES Strategy

There are some elements of THIEVES Strategy as follows³⁰ :

a. Title

The title are talking about what the students already know about the topic, how does it connect to the previous chapter, does the title express a point of view, and how the ways to turn this title into a question to focus my reading.

b. Heading

The heading are about How does this heading show me that will be reading about and what is the topic will be explained in the paragraphs beneath it.

³⁰Zwiers.2010. *Building Reading Comprehension Habits in grades 6 The International Reading Association*, Journal of English Language Teaching, Vol. 1 No. 1, September 2012, Serie C 224 Building Reading Comprehension Habits in grades 6-12. New York: The International Reading Association, Inc. P. 87

c. Introduction

The introduction are about there a sign from the introduction, does the first paragraph introduce this chapter and is there important information found.

d. Every first sentence in a paragraph

What do I think this chapter is going to be about based on the first sentence in each paragraph

e. Visuals and Vocabulary

In this section the students focus on undersatnding the meaning from photograph, maps, and other graphics. Also How can I know the important words with special signs.

f. End-of-chapter questions

In this section the students learn to get the information and how to locate this information in the text

g. Summary

What do the students understand and recall about the topics covered in the summary. Summarizing activities require the ability to be able to put the author's ideas into a shorter form. in this activity you are really required to understand the text you read.³¹

6.5 The Advantages of THIEVES strategy

Advantages	Disadvantages
1) It can help the students in learning process and to find information from the text.	The students should open their prior knowledge.

³¹ Janet Maker and Minnete Lenier. 1982. *College Reading*. USA : Wadsworth Company. P.284

a. The strategy is a way to get students to build their background knowledge of the text before they begin read of the text.	This strategy is a pre-reading activity.
b. The strategy can help the students to make connections and predictions based on prior knowledge and clues found within the text.	This strategy take a lot of time.
c. The strategy is more effective to improve students' reading comprehension based on their read because the students know main idea and information of the text before they read and can give contribution for students in learning process. ³²	This strategy make the students remember about Thieves acronym.

7. Teaching Reading Comprehension with THIEVES Strategy

THIEVES is a pre-reading activity that will allow the students to “steal” the information from the acronym of THIEVES before they actually reading the text. There are procedures of Thieves strategy in teaching reading comprehension in descriptive text :

Teacher	Student
1. Teacher gives introduction about the material by asking some question.	Students answer the question orally.
2. Teacher asks students to pay attention to the example of descriptive text.	The Students pay attention to the example of descriptive text.

³² Dina Gusvianti dan Yuli Triarina, *Using THIEVES Strategy to Increase Students Reading Comprehension at Junior High School*, Available on Journal of English Language Teaching vol 1 no 1(2012), The influence of using thieves strategy toward students reading comprehension, Accessed on February 14th, 2019

3. The teacher asks to the students to write down on whiteboard about the component of THIEVES and explain the acronym of THIEVES	The students write down on whiteboard about the component of THIEVES and explain the acronym of THIEVES.
4. The teacher ask the students to answer the question based on the example together without read all of body of the text.	The students with teacher answer the question based on the example as they read without read all of body of the text.
5. Teacher gives test to the students	Students do test individually.

B. Conceptual Framework

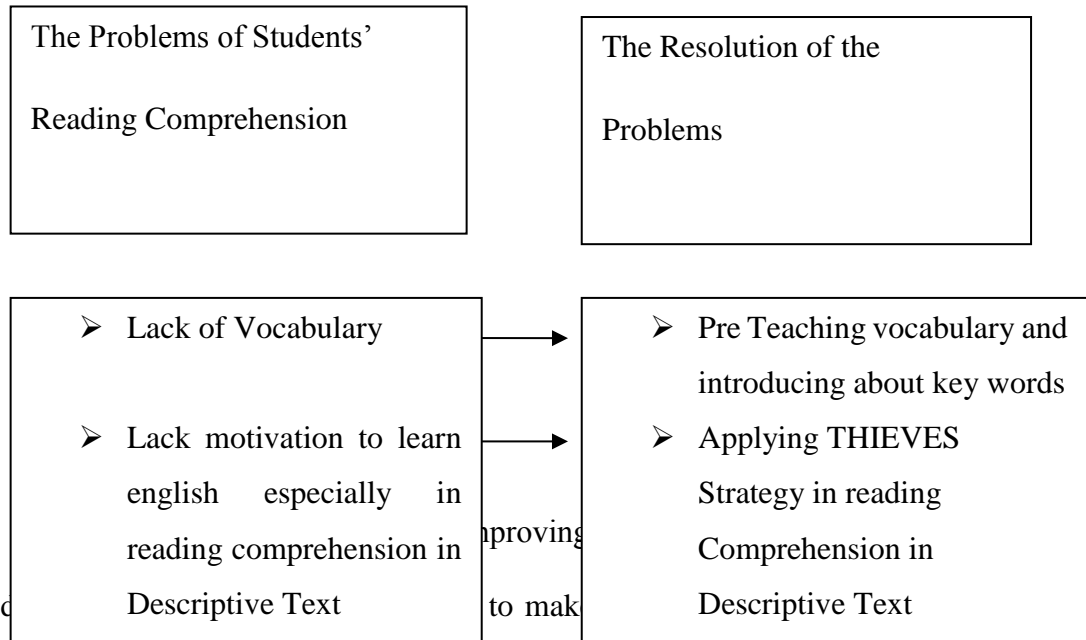
There are four skills in english that must be mastered by the students. Reading is one of the four skills in english except speaking, writing and listening. Reading is important to be mastered, because reading is an interactive process that need skill to draw meaning by analyzing word by word in the text, then it can be get information and add the knowledge. Therefore, in teaching learning reading process needs carefully and affectively.

One of the available strategies which are associated with reading is THIEVES Strategy. This strategy is very important because can help the students more easy to get the information from the text. In this strategy the students offer the chance to discover the information previously they read until they get inspiration in learning english particularly in reading.

THIEVES strategy, students are given an offer the chance to discover the information previously they read until they get inspiration in learning english particularly in reading.

The conceptual framework of the study is summarized in a visual illustration

below



ideas to clarify the information from the text in their reading descriptive text.

Hopefully in applying THIEVES Strategy can help the students to solve their problem in reading comprehension in descriptive text and in teaching reading comprehension teacher will be more enthusiast.

C. Related Studies

The studies that have relevant with this study are:

1. The first study which has relevance with this research was conducted by Ratna's thesis (2014), under the title "Improving The Students' Reading Comprehension Ability Through Visualization of The Eighth Grade Students of SMP Negeri 1 Pedan In The Academic Year of 2013/2014". The researches in her study used classroom action research. The population of this study is the second level students, which consists of 34 students The instrument of collecting data, she used observation, interview, test and

documentation. Based on the test, the result in Pre-Test is 60,3 and Post-Test is 78. It means the result is get increase from 60,3-78.

2. The second study which has relevance with this research was conducted by Nurainun's thesis (2017) under the title "Improving The Students' Reading Comprehension In Narrative Text By Using Concept Oriented Reading Instruction At Grade VIII Private Islamic Junior High School Ali Imron Medan". The population of this study is the second level students, which consists of 26 students. The instrument of collecting data, she used reading test, observation, interview and documentation. Based on the test, the result in preliminary study is 39,80 and in the first cycle is 87,86.
3. The third study which has relevance with this research was conducted by In Indriani (2016) under the title "Improving Students' Reading Comprehension Through Scanning Technique At The Second Grade of SMP N 21 Bandar Lampung, which consist of 29 students as experimental class, which was selected by using simple random sampling. Reading test was used in this research. The result showed that the students' mean score of pre-test was 12.21 and their score of post-test after the implementation scanning technique was 16.53, in which the gain amounted 4.32. It means that there was significant difference of students reading comprehension before and after taught through scanning technique.
4. The fourth study which has relevance with this research was conducted by Ayuk Wahyuningsih (2013) under the title "*Improving Students' Reading Comprehension Through Student Teams- Achievement Divisions (STAD) At SMA N 1 Karangnom Klaten in the Academic Year of 2011/2012*". The

results of this study show that the implementation of STAD in the reading class is believed to be effective to improve students' English reading comprehension ability. This implies that the implementation of STAD gives positive effects on improving students' performance and achievement in the teaching and learning process. It can be shown by the improvement scores of pre-test and post-test from 58.4 to 71.1. This implies that the implementation of STAD gives positive effects to the improvement of students' performance and achievement in the teaching and learning process.

5. The fifth study which has relevance with this research was conducted by SitiMunjayanah (2016). "Improving Students' Reading Comprehension Trough Crossword Puzzle(A Classroom Action Research of The Seventh Grade Students of SMP Negeri 3 Tenganan In The Academic Year 2015/2016). The subjects of the research were 36 students in grade VII at SMP Negeri 3 Tenganan. The finding shows that the t-test calculation from the result of pre-test and post-test in cycle I is 11,793 and in cycle II is 13,26. Both of them is greater than t table with $n = 36$ is 1960. The result of this study concluded that there were improvements of students' reading comprehension trough crossword puzzle. It could be seen from the result of classroom observation that showed the students' better performance of using crossword puzzle during the teaching and learning process. The students' involvement during the implementation of crossword puzzle was also better than before the implementation.

D. Actional Hypothesis

A hypothesis is the statement or estimation of identifying feature in temporary of research problem which has weak correctness so that it needs empirical experiment. The actional hypothesis of this research stated as THIEVES (Title, Heading, Introduction, Every First Sentence, Visual, End of the Text, and Summary) strategy can improve students' ability in reading comprehension.

CHAPTER III

RESEARCH METHOD

This chapter presents the discussion of the research method. it was presented in two headings. They are type of research, location and subject of research, procedure of collecting data, technique of collecting data, technique of data analysis.

A. Research Design

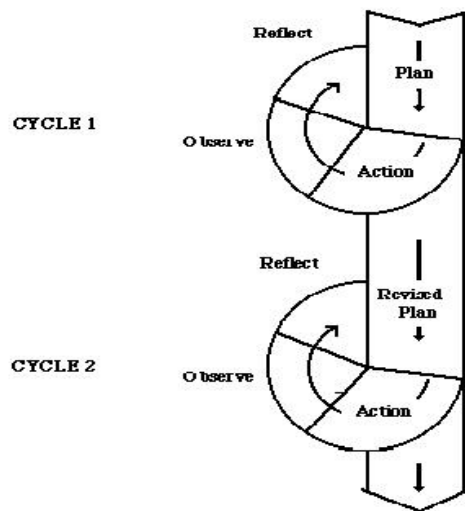
The design of this research was classroom action research. It was called CAR because the research focuses on a particular problem and a particular group of students in a certain classroom. It was done by systematically collecting data in practice and analyzing it in order to come some decisions about what the future practice.

Suharsimi explained Class Action Research through the combined definitions of three words, Research, Action and Class. The meaning of each word are follows; 1) Research is an activity to observe an object by using method and specific to obtain data or information in solving a problem. 2) Action is intentional

activity with the specific purpose, the action implement in a series cycle. 3) Class is a group of students in the class, the students study not only in limit area but also in other place such as laboratory, studytour, etc.

Kemmis and McTaggart have developed a simple action research model.

(see figure 1)³³



The method of Class Action Research could be expected to solve the problem and could improve the students' reading comprehension in descriptive text at seventh grade students MTs Negeri 2 Labuhanbatu Utara.

B. Location of Research

This study was conducted at MTs Negeri 2 Labuhanbatu Utara. The reason of the researcher chosen the location because she was assumed that this school need the improvement of reading comprehension enlargement.

C. Subject of Research

³³ Valsa Koshy.2005.*Action Research for Improving Practice*. London: Paul Chapman Publishing. P. 4

The subject of this research was the students on VII A of MTS Negeri 2 Labuhanbatu Utara in the academic of year 2018/2019 as the source of collecting the data. It was because the students VII A had problems in reading comprehension. It was known based on the discussion between the researcher and english teacher also the agreement from the headmaster.

D. Procedure of Collecting Data

Based on the research scheme above, there were four steps in each cycle: planning, action, observation, and reflection.³⁴ If the results are found fails, it was proceed to the next cycle by updating the previous steps to solve the problem. In the new cycle, it was improve teaching decisions. If it was found that the new cycles could improve students' ability in reading comprehension especially in descriptive text, the cycle was stopped. But if the new cycle cannot improve students' reading comprehension ability, then the cycle was continued in the next cycle until the specified results can be achieved. Below was an explanation in each phase:

1. The First Cycle

I was investigated the students' attitude of reading comprehension, identify the students' problem in reading and measured the students' reading comprehension.

a. Planning

In this step, researcher was planed everything that was related to the action that done in this study and planning everthing that connected with teaching and learning activity. In planning, prepare everything that was related to the action that

³⁴ Kemmis and Mc Taggart, R. *The Action Research Planner*. Victoria, Australia: Deakin University Pers. 1988. p.8

done and it also prepare everything that need in teaching learning activity. There are some activity related to this study that was done in planning, as follows :

1. The researcher prepared the lesson plan firstly.
2. The researcher prepare the pre-test in order to know basic skill of students' in reading comprehension
3. After make prepare the pre-test, then interview the english teacher in order to know the students' reading comprehension in descriptive text and to know students' background.
4. Prepare the observation sheet in order to know the development that was exist during the apply THIEVES strategy and also see the students' reaction and the condition as whole
5. The students also Interview to know their problem in reading comprehension especially in descriptive text and to gain their respons about reading comprehension in descriptive text.
6. Design the procedure of THIEVES strategy in teaching reading comprehension

b. Action

In this case, the researcher and English teachers was taked action in learning activities after prepared the plan. These actions was carried out if improvement had been achieved. In this action, the researcher will take action three times in two cycles with the number of meetings three times in each cycle. During this process of action, researchers and teachers was expected to observe the processes that occur.

c. Observation

Observation was carried out with the aim of knowing the information that is in the learning process of students and also the highlights of students' attitudes towards learning during the teaching and learning process takes place. Whether students follow what the teacher instructs or not. The information that had been collected becomes data that was used in the basic reflection activities. So the observation must be carefully. Student attitudes, class conditions, and obstacles seen in students was focused of observation at this phase.

d. Reflection

Reflection was carried out by researchers and English teachers based on the focus of observations made in the process of action. It is done by discussing the success of actions during implementation and evaluating actions. evaluation activities was carried out after each cycle is completed. In this reflection activity, researchers and English teachers evaluated the problems that occur during the process of action and tried to found solutions to overcome the problems faced by students in the process of action. Therefore researchers was better in the next cycle.

2. Second Cycle

The second cycle was done because the students' score was still low in reading comprehension especially descriptive text and there were many problem aspects that should be improved. Based on the reflection in the first cycle, the researcher was able to decide the better way to make method was more effective in teaching-learning process. I also was make a planning based on difficulties and the weakness in the previous cycle in teaching reading. Therefore, I was revised the plan for improving the students' ability in reading comprehension.

1. Planning

Based on the reflection that find in the first cycle, the reseacher reprepared the plan based on the students' needs. In this phase, the researcher also make some activities as follows :

1. The researcher rearranged design of the lesson plan to prepare teaching-learning process.
2. The researcher also prepared the descriptive text that were used during the cycle and evaluation
3. In order to know the development that were exist on students during applying THIEVES Strategy so the researcher make the observation sheet and it also to see the reaction and condition faced by students as whole.
4. Then the resarcher made the evaluation and improvement toward the problem faced by students.
5. The researcher explained again more deeply about the thieves strategy and make sure that students undertstand.
6. At the end, the researcher reminded all students to participated and responsible in their activity.

2. Action

In this second cycle, the researcher was taken action with the aim of implementing the revised plan carried out in the first cycle. In this action,

researchers was changed some aspects and procedures that aim to improve students' ability to reading comprehension in descriptive text.

3. Observation

Observation was carried out with the aim of knowing the information that is in the learning process of students and also the highlights of students' attitudes and condition towards learning during the teaching and learning process taken place. whether students follow what the teacher instructed or not. the information that had been collected becomes data that was used in the basic reflection activities. so the observation must be carefully. Student attitudes, class conditions, and obstacles seen in students will be the focus of observation at this phase.

4. Reflection

Reflection as an action of feedback that has been done. This was very necessary for researchers, because it was help researchers to make decisions about what was done and revised. In this case, the researcher takes feedback on what happens in observations in the teaching and learning process, especially reading comprehension, including the problems that exist and the causes of the problem. Finally, researchers and collaborators released the results obtained and found many aspects that needed improvement since the revised plan was implemented.

E. Technique of Collecting Data

Technique of collecting data in this research was done applied by using qualitative and quantitative data.

1. Quantitative

In quantitative data, it was conducted by reading test. There were two kinds of test was given by researcher to the students. They were pre-test and posttest. The pre-test was done before applying thieves in learning reading. It was measured students' reading comprehension at first. Meanwhile, the post-test was applied after using Thieves strategy. The test is held on the end of every cycle.

In this research, the test consists of 20 items in form of multiple choices for each test. The test was given to the students in the class. The researcher was given work sheet to the students and they were chosen the best answer by giving a circle or the crosswise to the options that have been available.

The test was created by researcher from internet.³⁵³⁶ The test was conducted in order to see the improving students' vocabulary mastery related to the subject they have learnt.

1. Qualitative

The data was conducted to know about the situation and condition of the students including the background of the problem of reading comprehension in narrative text. In collecting qualitative data, the researcher was collected by: Interview, observation, and documentation.

1. Interview

Before the researcher applied classroom action research, firstly the researcher interviewed the students and the teacher. It was done so the researcher know about the students difficulties in reading comprehension and to know the strategy or method previously that used by the teacher in teaching reading

³⁵Reading Test, Mandiri Practice Your English Competence SMP Kelas VII

³⁶Reading test, Communicative English in Context SMP Kelas VII

comprehension. Besides, the researcher also done interviewed the students and the english teacher in order to know their reaction and recondition after the researcher applying THIEVES strategy in teaching and learning process especially in reading comprehension.

2. Observation

Observation was do during the classroom action research was going on. To make the observation run well so the researcher use observation sheet to observed the teaching-learning process that was handled by the collaborator by giving checklist on observation sheet. It was aimed to know how far the improvement of the student by applying Thieves strategy in learning reading comprehension by observe the whole process of action. The observation use is the observation to the teacher, students' attitude, and the situation during the learning process.

3. Documentation

This research was made the documentation of the research. The picture that will take during the research is purpose for providing reference points. The function of documentation is a away of reporting, observation, reflections, and reaction od students in teaching and learning process.

F. Technique of Data Analysis

The technique of analyzing data of this research was done applied by using qualitative and quantitave data.

1. Qualitative

The qualitative data was used by researcher to describe any situation that exist during teaching and learning process. It was analyzed from interview result, and observation sheet that was done. In qualitative data analysis, the researcher used

interactive analytical techniques that consist of Data reduction, Display Data and Conclusion Draeing and Verification. It can explain as follows :

1) Data Reduction

The process of selecting, focusing simplifying, abstracting, and transforming the data was called data reduction. It was usually appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before, during, after collecting the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

The next step in analyzing the data was data display. It was an organized, compressed assembly of information that permits conclusion and action. By displaying the data, the researcher waseasy to understand and to analyz what was happened with the data present. In this study, the researcher was use essay in displaying the data, because it was most common data display was use in qualitative research.

3. Conclusion Drawing and Verification

The laststep in analyzing data that was draw conclusion and verification. Form the start of the data collection, the qualitative analysis was beginning to decide what things mean was nothing regulations, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the form description of the object of this study. Finally, in this step the researcher was get the result and conclusion of the research.

2. Quantitative

The quantitative data used to analyse students' scores. It was aimed to know whether there was improved or not in each cycle. The researcher described the formula as below :

$$X = \frac{\sum X}{N} \times 100\%$$

Where X = The means of students' score

$\sum X$ = The total score

N = The number of the students

This formula applied in order to know the mean of the students' score in reading text. But, to categorize the students who are competent read a text, applied the formula:

$$P = \frac{R}{T} \times 100\%$$

Where P = The percentage of those who get the points up to > 75

R = The number of students who get the points up to > 75

T = The total number of the student

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data

A preliminary study was conducted on wednesday 12th until saturday 29th June 2019 in MTs Negeri 2 Labuhanbatu Utara to get data about the factual conditions of the problems faced by the teacher and students in teaching learning English especially reading comprehension. This action was done at the first grade of MTs Negeri 2 Labuhanbatu Utara in the class VII-D.

The data was conducted by quantitative data and qualitative data. The qualitative data were taken from interview for teacher and students, observation and documentation. The qualitative data were taken from the students score in test. This research was conducted in one class were 32 students. The research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test conducted in three meetings. The second cycle was also conducted in three meetings. In the last meeting of each cycle, the students were taken the test as the post-test.

1. The Quantitative Data

The quantitative data were taken from the test result, which was carried out in two cycles, there were five meetings were conducted. The test was given to the

students in forms of pre-test, post-test of cycle I and cycle II. The result of the students' score might be seen in the following table.

Table 4.1. The Quantitative Data

No.	Initial of the Students	Pre-test	Cycle I	Cycle II
		Score	Score	Score
1.	AR	75	75	80
2.	AA	40	35	60
3.	AFM	50	45	75
4.	AS	45	65	75
5.	AB	35	30	75
6.	AP	45	45	60
7.	AM	40	45	60
8.	ANSP	75	75	90
9.	ADS	50	65	80
10.	ARF	35	60	75
11.	ASL	75	80	90
12.	RS	40	50	65
13.	DI	70	70	80
14.	FP	50	80	80
15.	HKS	55	60	70
16.	HS	55	50	80
17.	HYM	50	60	80
18.	HKM	50	60	75

19.	IA	50	75	85
20.	INAS	20	90	95
21.	LNZH	55	75	85
22.	MS	20	35	65
23.	NKP	70	75	75
24.	NAP	55	55	75
25.	RVC	70	65	80
26.	RP	55	75	90
27.	RR	50	75	80
28.	SAP	35	55	75
29.	SAT	65	80	80
30.	SR	30	75	85
31.	RV	75	90	95
32.	PESN	50	60	75

2. The Qualitative Data

The qualitative data were taken from interview for teacher and students, observation and documentation.

a. Interview

Interview was done with interviewed the teacher and students before and after applying the Thieves Strategy. Before applied the strategy the interviewed were about students' problem in reading comprehension, how the teacher teaching reading comprehension and the difficulties of students in learning reading comprehension. The transcript of interview can be seen in Appendix VIII-XI (page 97-101).

b. Observation

Observation sheet was used to measure the increasing of students' activities during teaching learning process. The observation was focused on the situation in teaching learning process in reading comprehension by applied THIEVES Strategy. The observation was done not only in students' activities and students' behavior, but also focus on students' ability in learning reading comprehension and students' interaction with the teacher. The observation sheet can be seen in Appendix XII (page 104).

c. Documentation

Documentation was the scenario during teaching learning process in the form of photography in each cycle. The documentation indicated that the students were serious to learn reading comprehension by applied THIVES Strategy. The photography can be seen in Appendix XIV (107).

B. Data Analysis

Data Analysis was conducted in quantitative and qualitative data.

1. Quantitative Data

Quantitative data was taken from students score in some test. Pre-test, post-test I in cycle one and post-test II in cycle II.

a. Pre-Test

The pre-test was given to the students without any treatment. The pre-test was given to check the students' ability in reading comprehension. The pre-test was conducted by giving test.

Table 4.2 Students' Pre-Test Score

No.	Initial of The Students	Score	Category
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1.	AR	75	Passed
2.	AA	40	Failed
3.	AFM	50	Failed
4.	AS	45	Failed
5.	AB	35	Failed
6.	AP	45	Failed
7.	AM	40	Failed
8.	ANSP	75	Passed
9.	ADS	50	Failed
10.	ARF	35	Failed
11.	ASL	75	Passed
12.	RS	40	Failed
13.	DI	70	Failed
14.	FP	50	Failed
15.	HKS	55	Failed
16.	HS	55	Failed
17.	HYM	50	Failed
18.	HKM	50	Failed
19.	IA	50	Failed
20.	INAS	20	Failed
21.	LNZH	55	Failed
22.	MS	20	Failed
23.	NKP	70	Failed
24.	NAP	55	Failed
25.	RVC	70	Failed

26.	RP	55	Failed
27.	RR	50	Failed
28.	SAP	35	Failed
29.	SAT	65	Failed
30.	SR	30	Failed
31.	RV	75	Passed
32.	PESN	50	Failed
Total			1635
Mean			51,10

In pre-test, the total score of students was 1635 and the number of students who took the test was 32, the mean score of students was:

$$X = \frac{1635}{32} = 51,1 \%$$

The percentage of students reading comprehension formulated as below:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{27}{32} \times 100\% = 84.37 \%$$

$$P_2 = \frac{5}{32} \times 100\% = 15.63 \%$$

Table 4.3 Percentage of Students' Reading Comprehension for Pre Test

	Category	Number of Students	Percentage
P ₁	Failed	27	84.37 %
P ₂	Passed	5	15.63 %

Based on the result of pre-test, the data showed that mean score of pre-test was 51,10 and there were only five or 15.63 % students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM). Unfortunately, there

were twenty seven students who still got the score under the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM). The highest score was 75 and the lowest score was 20. The researcher concluded that the students' reading comprehension are still low.

b. Post-Test I

The researcher gave test in post-test I, the test was given after applied THIEVES Strategy. The researcher found improvement of the students' score in post-test of the first cycle.

Table 4.4. Students' Post-Test I Score

No.	Initial of The Students	Score	Category
1.	AR	75	Passed
2.	AA	35	Failed
3.	AFM	45	Failed
4.	AS	65	Failed
5.	AB	30	Failed
6.	AP	45	Failed
7.	AM	45	Failed
8.	ANSP	75	Passed
9.	ADS	65	Failed
10.	ARF	60	Failed
11.	ASL	80	Passed
12.	RS	50	Failed

13.	DI	70	Failed
14.	FP	80	Passed
15.	HKS	60	Failed
16.	HS	50	Failed
17.	HYM	60	Failed
18.	HKM	60	Failed
19.	IA	75	Passed
20.	INAS	90	Passed
21.	LNZH	75	Passed
22.	MS	35	Failed
23.	NKP	75	Passed
24.	NAP	55	Failed
25.	RVC	65	Failed
26.	RP	75	Passed
27.	RR	75	Passed
28.	SAP	55	Failed
29.	SAT	80	Passed
30.	SR	75	Passed
31.	RV	90	Passed
32.	PESN	60	Failed
Total			2030
Mean			63.4

In post-test, the total score of students was 2030 and the number of students who took the test was 32, the mean of the students' score was:

$$X = \frac{2030}{32} = 63.4 \%$$

From the table above, it can be seen that students' reading comprehension in English lesson was good, but the success criteria still could not reach. The mean of students was 63.4. To know the students who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{19}{32} \times 100\% = 59.37 \%$$

$$P_2 = \frac{13}{32} \times 100\% = 40.63 \%$$

Table 4.5. Percentage of Students' Reading Comprehension for Post Test I

	Category	Number of Students	Percentage
P ₁	Failed	19	59.37 %
P ₂	Passed	13	40.63 %

The result of the post test of the first cycle, the mean score was 63,40 and there were nineteen students or there were 59.37% of students who passed the KKM. There is students' improvement in reading comprehension between pre-test and post-test I.

c. Post-Test II

The researcher choosed to continue the research in cycle two. The aim was to improve the students' score in reading comprehension after doing post-test in the first cycle.

Table 4.6. Students' Post-Test II Score

No.	Initial of The Students	Score	Category
1.	AR	80	Passed

2.	AA	60	Failed
3.	AFM	75	Passed
4.	AS	75	Passed
5.	AB	75	Failed
6.	AP	60	Failed
7.	AM	60	Failed
8.	ANSP	90	Passed
9.	ADS	80	Passed
10.	ARF	75	Passed
11.	ASL	90	Passed
12.	RS	65	Failed
13.	DI	80	Passed
14.	FP	80	Passed
15.	HKS	70	Failed
16.	HS	80	Passed
17.	HYM	80	Passed
18.	HKM	75	Passed
19.	IA	85	Passed
20.	INAS	95	Passed
21.	LNZH	85	Passed
22.	MS	65	Failed
23.	NKP	75	Passed
24.	NAP	75	Passed
25.	RVC	80	Passed
26.	RP	90	Passed

27.	RR	80	Passed
28.	SAP	75	Passed
29.	SAT	80	Passed
30.	SR	85	Passed
31.	RV	95	Passed
32.	PESN	75	Failed
Total			2490
Mean			77.8

In post-test II, the total score of students was 2475 and the number of students who took the test was 32, the mean of the students' score was:

$$X = \frac{2490}{32} = 77.8 \%$$

From the table above, students' reading comprehension in English lesson was good. The mean of students was 77.3. To know the student who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{6}{32} \times 100\% = 18.75 \%$$

$$P_2 = \frac{26}{32} \times 100\% = 81.25 \%$$

Table 4.7. Percentage of Students' Reading Comprehension for Post Test II

	Category	Number of Students	Percentage
P ₁	Failed	6	18.75 %
P ₂	Passed	26	81.25 %

The result of the post test of the second cycle, the mean score was 77,8 and there were twenty four students or there were 81.25 % of students who passed the

KKM. It is indicated that the research is successful and the researcher stopped the research in this cycle.

2. Qualitative Data

The first cycle was done in three meetings. In this cycle, the students' reading comprehension was measured and their difficulties in reading comprehension were analyzed.

a. Cycle I

There were four steps in cycle I (Planning, action, observation, and reflection).

It could be explained as below:

1) Planning

In this phase, the researcher and the teacher made a planning based on the difficulties faced by students in reading comprehension. There were some activities that were done in planning, they were:

- a. The researcher arranged a lesson plan based on the teaching material.
- b. The researcher prepared observation sheet to observe the students and teachers' performances during the teaching learning process.
- c. The researcher prepared the post-test I to collect the data in order to know the students' improvement after applied Thieves Strategy

2) Action

In the action phase, everything that had been planned and arranged was done.

They were some activities in action, they were:

- a. The researcher gave the material by asking some question about the material.
- b. The researcher explained to the students about the descriptive text.

- c. The researcher explained the acronym of Thieves and the students asked to wrote down on white board about the component of Thieves.
- d. The researcher demonstrated how to use Thieves Strategy in descriptive text.
- e. The researcher gave the students the sample question based on example of descriptive text by applied Thieves strategy.
- f. Then, researcher gave feedback to students
- g. After finishing their performance. At last, the researcher gave general conclusion which is about material.
- h. In the third meeting, the researcher gave the post-test I in the end of cycle I. The test was about multiple choice.

3) Observation

The observation was the activities about the teachers' performance, students' response and students' participations during teaching and learning process using Thieves Strategy.

Related to the students' response, some students still did not pay attention to the teachers' explanation and they talked to their friend while the other students tried to wrote down the acronym of Thieves in front of the class. However, most of student enjoyed and enthusiastically with the material by applied Thieves strategy because it made like challenge to them to remember the acronym of Thieves.

Third, related to the students' participation, it showed some progress than before implementing Thieves Strategy. Some students participated in class reading comprehension. They were better to comprehend the text in descriptive text. The observation sheet can be seen in Appendix XII.

4) Reflection

After teaching and learning process, the researcher and the teacher discussed about the conclusion of the applying the action. Based on the result of observation toward teaching learning process in this cycle, the students' participation were still low, because most of them did not pay attention and for active students, they were ashamed to ask and answer question orally, but several students, they thought the question that was given is difficult.

In addition, based on the result of the post-test I, there were 40.63% students who passed the KKM which increased become 13 students. Although there was an improvement in cycle I, this condition has not reached yet the criteria of success that has been decided.

The modification of the strategy was needed to apply when the researcher presented the Thieves strategy for the next cycle. The researcher had to explain the material slowly and clearly. It had purpose in order to students could listen and understand the instruction well. Although the result of the score had not reached yet, the researcher realized must do more effort to improve the students' reading comprehension through Thieves strategy.

b. Cycle II

Based on the result that found in first cycle, the researcher decided to do the second cycle. The first cycle indicated that the students' score was still low. It happened because the students still got difficulties and confused to answer the question that related to the text. In the second cycle, I would explain that procedures of THIEVES strategy more clearly. It was expected that the result in the second cycle would be better than the first cycle.

1) Planning

For the second cycle, the researcher rearrange the lesson plan based on the reflecting phase in the first cycle. The planned as below:

- a. The content of the lesson planning was related to learning reading descriptive text through THIEVES strategy but there were some modifications.
- b. For this planning, the application of THIEVES strategy by using paper that had by each students that content descriptive text completed with the picture of the text and the acronym of THIEVES strategy.
- c. The researcher asked to the students demonstrated the material in front of the class about how the students could understand the text talked about by applied Thieves strategy. All of students participated here so they would be more pay attention to the material. It was expected to improve their understanding in the reading text in which contained the main idea and the information from the text.
- d. The researcher also prepared the observation sheet to analyze the students' and the teacher's activity in the teaching and learning process that did by English teacher as collaborator during action research, and preparing format of Post-test II.

2) Action

The action of the second cycle was done on Thursday, June 27th and Friday, June 28th. After reviewing the previous lesson at the beginning, made sure every the students could sit well.

- a. The researcher started to ask one of them came to the front and read the descriptive text, then I guided to answer what is the main idea and the

information of the text by using THIEVES strategy, and asked the other students responded the answer of their students.

- b. After that, I began to explain descriptive text through THIEVES strategy slowly and clearly. During process of reading, I gave an opportunity to the students to give their question, and let the students to answer the question and give idea related to the text. When all the questions from the students can be answered, and it turned for the teacher asked about the text to the students.
- c. I was given worksheet that content component of THIEVES strategy and descriptive text, and let the students to answer it. The researcher asked to the students demonstrated the worksheet in front of the class about how the students could understand the text talked about by applied Thieves strategy. All of students participated here so they would be more pay attention to the material.
- d. For the second meeting in the second cycle, the researcher was applied same as the previous meeting.
- e. In third meeting the researcher was given post-test II for students to know their progress on reading comprehension.

3) Observation

In the second cycle, the classroom condition in learning process can be seen the students were more curious and silent. The students were more pay attention to the teacher when the researcher explained. When the researcher gave the students opportunity to ask and answer the question. Most of students could answer the question of worksheet by applied Thieves strategy and their question also related to

the material. The students more focused on the teacher and more enjoyed when they were given the opportunity to answer the worksheet.

In the last meeting, the researcher gave the students post-test II. The students did their post-test II individually. Based on the result of the post-test II, the mean score of the class in reading test gained 77.8 in which were 26 students who passed the KKM (75).

4) Reflection

Based on the result in acting and observing in teaching learning process in this cycle, the researcher was happy and satisfied because students' reading comprehension in this case had been reached. The researcher found many improvement after applying second action. For example, first the result of students' participation in learning reading descriptive text was better than the first cycle. It can be known the students' responded when the researcher changed in explaining in applying Thieves Strategy in descriptive text. They were more understand what the researcher meant when asked them and they followed actively.

The students had significant improvement from the score get from pre-test, post- test I and post-test II. After achieving the target research, 75% of students passed the KKM, the researcher and the teacher decided to stop the Classroom Action Research.

B. Finding

This research was conducted to find out the improving of the students' reading comprehension through Thieves Strategy. Thieves Strategy is one of the strategy that could be applied by the teacher in teaching English to improve the students' reading comprehension.

The research that had been done by the researcher indicated that Thieves Strategy was effective or could be applied in teaching reading comprehension. It could be seen from the tables that showed the increasing of students score from pre-test, post-test I, and post-test II. The improvement of the students comprehension was the teacher could control the class and created the active class. The strategy also helped the students to be more active to practice their reading and got more motivated.

Table 4.8. Percentage of Students' Reading Comprehension

Name of Test	Number of the Students who Got the Score ≥ 75	Percentage
Pre-test	5	15.63 %
Post-test I	13	40.63 %
Post-test II	26	81.25 %

Based on the table data above, the result showed the improvement of the students' scores from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were five of thirty two students (15.53%). In the post-test I, students who got the score 75 or more were thirteen of thirty two students (40.63%). In the post-test II, students who got the score 75 or more were twenty six of thirty two students (81.25%).

Quantitative data above was also strengthened by qualitative data taken from observation sheet, interview and documentation during cycle I and II. Based on the result of qualitative data, the students also made improvement while teaching-learning process. Observation sheet and interview result seen that the students were more active during the teaching-learning process. In the beginning learning process the researcher seen that some of students were interested in

studying. The students did not had motivation to learn. The students were still lazy to be active and chanced to silent when the teacher were given their opportunity to give their idea. But, in the next meetings the students had a motivation to be brave in given their idea and not shy to ask the teacher about unclear material. The interview showed that the students strongly agreed that applied THIEVES strategy in reading comprehension were helped them to comprehend the descriptive text. Based on the result of quantitative and qualitative data, the researcher concluded that teaching reading comprehension through THEVES strategy in descriptive text had been successfully improved the students' ability in reading comprehension.

C. Discussion

The research was conducted to find the improving of the students' reading comprehension in descriptive text through THIEVES Strategy that could make the students easier in learning English especially in reading comprehension.

The research was to improve students' reading comprehension. It was shown in the table of the improvement of students' score of the pre test, cycle I, and cycle II. It was because the teacher controlled the class better. The improvement of students' reading comprehension through THIEVES Strategy was easier in teaching learning process.

Based on the result of quantitative data, the result showed that the students' reading comprehension was improved. The score was higher and higher for each meeting. It was proven by the fact that the mean of the score for each meeting increased.

The qualitative data taken from observation sheet during teaching learning process was running well. It was found that the class was effectively run well. The

students followed the teachers' explanation and some of the always asked question. Then, the qualitative data also showed the improvement of the teacher's and student's activities during teaching learning process. It indicated that THIEVES Strategy in reading comprehension could motivate the student and the learning process more enthusiastic.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The students' ability in reading comprehension before using THIEVES strategy in teaching and learning process was very low. It was showed from the students' mean in pre-test. It was showed from the students' mean in pre-test 51.10. There were 5 students who get criteria >75 or it was only 15.63 %, and 27 students who got unsuccessful score criteria <75 or it was 84,37 %.

2. After analyzing the data, it was found that Thieves strategy could improve students' reading comprehension. It can showed through data from pre-test and post-test. The result of pre-test shows that the students' mean score is only 51.10, and in post-test I, the students' mean score is 63.4, and in post-test II the students' mean score is 77.8 with 81.25% students who passed the KKM, so it was shows the significant improvement in teaching reading comprehension through Thieves Strategy. Moreover by implementing Thieves Strategy in teaching reading comprehension the students have chance to be active and cooperative in reading comprehension. Based on the observation sheet, interview sheet, and documentation were found that the students' responses in teaching and learning process when applied THIEVES strategy was effective to the students' reading comprehension. The students were active, enthusiastic and interested in following teaching and learning process through Thieves strategy.

B. Suggestion

The result of this study showed that implementation of Thieves strategy could improve the students' reading comprehension in descriptive text. Based on the result of this research, the researcher give suggestions:

1. For the English teacher

Thieves Strategy as one of the alternative strategy in teaching reading comprehension.

2. For the students

THIEVES Strategy is better to the students to learn share and give their opinion and make the students more active in learning reading comprehension.

3. For the readers

Thieves Strategy was useful as information for those who were interested in conducting research related to the study.

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APPENDIX I

LESSON PLAN

(Cycle I)

School : MTs Negeri 2 Labuhanbatu Utara
Subject : Reading Skill
Class/Semester : VII/1
Time Allocation : 2 x 40 Minute

Standard Competence

- KI 1: Respect and appreciate the teachings of their religion
- KI 2: Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
- KI 3: Understanding knowledge (factual, conceptual and procedural) based on curiosity about science, technology, arts, culture and events related to the phenomenon of the visible.
- KI 4: Trying, process, and serving in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the abstract (writing, reading, counting, drawing) in accordance with the learned in school and other sources are the same in viewpoints / theories.

Basic competence	Indicators
<p>3:10 compares of social function, the topic of the text, and main idea in text functional form with responding the meaning of short functional text accurately, fluently and accepted to interact in context of daily life</p> <p>4.13 compile oral and written descriptive texts, very short and simple, about people, animals and objects by paying attention to social functions, text structures and linguistic elements correctly and in context</p>	<p>3.10.1 Mention functional text social function by giving and asking for information about descriptive text</p> <p>3.10.2 Identifying the topic of functional text</p> <p>3.10.3 To identifying certain information of short functional text.</p> <p>3.10.4 To explain main idea of the text</p> <p>4.13.1 Explain the text mean orally.</p>

Karakter yg diharapkan :

Trustworthiness: show a trustworthy attitude in carrying out functional communication.

Respect: have respect for friends, teachers and social environment.

Diligence: diligent in carrying out positive activities at school and outside of school.

Learning material



My name is Jonathan. I live in Cape Town, South Africa. Let me tell you about my daily activities.

I always go to school early in the morning, but I hardly ever go home early because I always go to school and return home on foot. My school is about seven kilometres from my house. The bus fare is too expensive for me.

After school, most of my friends practice African dances, but I cannot join them because I have to help my parents. I must get water from a well and babysit my sisters. I have two sisters. Sometimes, I do my homework in the evening, but at other times I'm too tired to do it.

Strategy of Teaching

THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of the text, and Summary) strategy

Procedure of Teaching

Activities	Teacher	Student
Opening	<ol style="list-style-type: none"> 1. Greeting the students 2. Check attendance list 3. Start the lesson with praying 4. Teacher does apperception by asking students about the reading 	<ol style="list-style-type: none"> 1. Students give feedback to the teacher
Core Activities	<p>Exploration</p> <ol style="list-style-type: none"> 1. Teacher gives introduction about the material by asking some question. 2. Teacher asks students to pay attention to the example of descriptive text. <p>Elaboration</p> <ol style="list-style-type: none"> 1. Teacher asks students to pay attention to the example of descriptive text 2. The teacher asks to the students to write down on whiteboard about the component of THIEVES and explain the acronym of THIEVES 3. The teacher ask the students to answer the question based on the example together without read all of body of the text. 4. Teacher gives test to the students <p>Confirmation</p>	<p>Exploration</p> <ol style="list-style-type: none"> 1. Students answer the question orally. 2. The Students pay attention to the example of descriptive text <p>Elaboration</p> <ol style="list-style-type: none"> 1. The students pay attention to the teacher 2. The students write down on whiteboard about the component of THIEVES and explain the acronym of THIEVES. 3. The students with teacher answer the question based on the example as they read without read all of body of the text.

	<ol style="list-style-type: none"> 1. Teacher circulates and make notes of any problems they have with parts of Thieves. 2. Teacher asks students about the difficulty of material 3. Teacher gives opportunity to students for asking question 4. Teacher answers the question from students 	<ol style="list-style-type: none"> 4. Students do test individually. <p>Confirmation</p> <p>The students give the opportunity to ask the teacher about the difficulties of the material.</p>
Closing	<ol style="list-style-type: none"> 1.The teacher makes conclusion of the material 2.Teacher reminds the students to do self-study at home 3.Teacher motivates the students to study harder 4.Teacher close the learning process 	<ol style="list-style-type: none"> 1. The students does the teacher's instruction 2. The students close the learning process

Source/tool/media

Source : Buku Bahasa Inggris Mandiri Practice Your English Competence Class VII Kurikulum 2013and other relevant source.

Media : Copies of reading test items

Evaluation

- a. Technique : Written
- b. Form of instrument : Multiple choices
- c. Example of instrument : Choose the best answer by crossing (x) a,b, c, or d!

d. Direction of evaluation :

1. Every correct answer : 5

2. Maximum scores : 100

$$X = \frac{\sum x}{N} \times 100\%$$

Where: X = The means of students' score
 $\sum x$ = The total score
N = The number of the students

APPENDIX II

LESSON PLAN

(CYCLE II)

School : MTs Negeri 2 Labuhanbatu Utara
 Subject : Reading Skill
 Class/Semester : VII/1
 Time Allocation : 2 x 40 Minute

Standard Competence

- KI 1: Respect and appreciate the teachings of their religion
- KI 2: Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
- KI 3: Understanding knowledge (factual, conceptual and procedural) based on curiosity about science, technology, arts, culture and events related to the phenomenon of the visible.
- KI 4: Trying, process, and serving in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the abstract (writing, reading, counting, drawing) in accordance with the learned in school and other sources are the same in viewpoints / theories.

Basic competence	Indicators
3.10 compares of social function, the topic of the text, and main idea in text functional form with responding the meaning of short functional text accurately, fluently and accepted to interact in context of daily life 4.13 compile oral and written descriptive texts, very short and simple, about people, animals and objects by paying attention to social functions, text structures and	3.10.1 Mention functional text social function by giving and asking for information about descriptive text 3.10.2 Identifying the topic of functional text 3.10.3 To identifying certain information of short functional text.

linguistic elements correctly and in context	3.10.4 To explain main idea of the text 4.13.1 Explain the text mean orally.
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Karakter yg diharapkan :

Trustworthiness: show a trustworthy attitude in carrying out functional communication.

Respect: have respect for friends, teachers and social environment.

Diligence: diligent in carrying out positive activities at school and outside of school.

Learning material

New Neighbor



We have a new neighbor the Yamamotos. They come from Japan. They moved to our city two weeks ago. Mr Yamamoto works for a mining company in Riau, but his wife stays at home. The Yamamotos have one daughter. Her name is Ako. She is twelve years old. She goes to the same school as I do. In fact, she is my classmate.

I often visit Ako's house. I usually go there in the afternoon. Ako and I like to study together. Sometimes, I go to her house to have a nice chat. I teach her

Indonesian. I also love to hear about japan from her. I dream about going there someday.

Ako is a nice girl. She often shows me some photographs of her family.

Strategy of Teaching

THIEVES (Title, Heading, Inttroduction, Every first sentence, Visual, End of the text, and Summary) strategy

Procedure of Teaching

Activities	Teacher	Student
Opening	1. Greeting the students 2. Check attendance list 3. Start the lesson with praying 4. Teacher does apperception by asking students about descriptive text.	1. Students give feedback to the teacher
Core Activities	<p>Exploration</p> 1. Teacher gives introduction about the material by asking some question. 2. Teacher asks students to pay attention to the example of descriptive text. <p>Elaboration</p> 1. Teacher asks students to pay attention to example text 2. Teacher gives students Thieves worksheet.	<p>Exploration</p> 1. Students answer the question orally. 2. The Students pay attention to the example of descriptive text <p>Elaboration</p> 1. The students pay attention to the teacher 2. Students write down on whiteboard about the component of

	<p>3. Teacher asks student to complete the worksheet based on example text.</p> <p>4. Teacher guides the students to complete the parts of Thieves</p> <p>5. Teacher checks students work and discuss with the students.</p> <p>6. Teacher gives test to students</p> <p>7. Students do test individually</p> <p>Confirmation</p> <p>1. Teacher circulates and make notes of any problems they have with parts of Thieves.</p> <p>2. Teacher asks students about the difficulty of material</p> <p>3. Teacher gives opportunity to students for asking question</p> <p>4. Teacher answers the question from students</p>	<p>THIEVES and explain the acronym of THIEVES.</p> <p>3. The students with teacher answer the question based on the example as they read without read all of body of the text.</p> <p>4. Students do test individually.</p> <p>Confirmation</p> <p>The students give the opportunity to ask the teacher about the difficulties of the material.</p>
Closing	<p>1. Teacher circulates and make notes of any problems they have with parts of Thieves.</p> <p>2. Teacher asks students about the difficulty of material</p> <p>3. Teacher gives opportunity to students for asking question</p> <p>4. Teacher answers the question from student</p>	<p>1.The students does the teacher's instruction</p> <p>2.The students close the learning process</p>

Source/tool/media

Source : Buku Bahasa Inggris Mandiri Practice Your English Competence Class VII Kurikulum 2013 and other relevant source.

Media : Copies of reading test items

Evaluation

- a. Technique : Written
- b. Form of instrument : Multiple choices
- c. Example of instrument : Choose the best answer by crossing (x) a,b, c, or d!
- d. Direction of evaluation :
 1. Every correct answer : 5
 2. Maximum scores : 100

$$X = \frac{\sum x}{N} \times 100\%$$

Where: X = The means of students' score
 $\sum x$ = The total score
 N = The number of the students

APPENDIX III

Pre Test

Source: Zaida Nur.2013.*Mandiri Practice Your English Comptetence SMP kelas VII*.Jakarta: Erlangga Publishing

Choose and cross (x) the correct answers.

Read the following text to answer questions 1-3.

I have a new backpack.Its colour is light green.I always take it when I go to school.It is made of strong fabric.

My backpack has several parts.the first part is the pocket where I put my money and library card.The second part is the main part.I always put my books and pencil case in it.The third part is a small pocket at the left side of the backpack. I keep a bottle of water in this pocket.

1. What does the text tell us about?
 - A. The backpack's material
 - B. The parts of the backpack
 - C. The writer's new backpack
 - D. The writer's favourite colour
2. How many parts does the backpack have?
 - A. One part.
 - B. Two parts.
 - C. Three parts.
 - D. Four parts.
3. Where does the writer put his bottle of water?

In the part of the backpack.

- A. First
- B. Second
- C. Third
- D. Fourth

Read the following text to answer questions 4-7.

Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. In the center of my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket on my bed. On the right side of my bed, there is a wardrobe. I put my clothes in it. On the left side of my bed, there is a bookshelf. I put my book there. There is a table and a chair next to the shelf. I usually sit there to study. On the table, there is a desk lamp. When I study in evening, I always turn on the lamp. There is also an alarm clock on my table. I set the alarm on the evening before I go to bed. It will wake me up in the morning.

I always clean my bedroom every day. I arrange the things neatly to make my bedroom comfortable to live in.

- 4. The text mainly tells us about....
 - A. The furniture in the writer's bedroom
 - B. The kinds of furniture in a bedroom
 - C. The bed in the writer's bedroom
 - D. The writer's bedroom.
- 5. What is the bed like?
 - A. A cozy wooden bed.
 - B. In the center of the room
 - C. Nice and large
 - D. Small but nice

6. Where is the location of the desk lamp?
- A. On the table
 - B. Next to the bed
 - C. Next to the table.
 - D. Behind the alarm clock.
7. What is the alarm clock for?
- A. To give information about the weather.
 - B. To wake the writer up in the morning.
 - C. To make the writer sleep.
 - D. To tell the time to sleep.

Read the following text to answer questions 8-12.



Milo is my pet. He is my lovely cat. He is not an expensive cat. I Found him in front of my house. Though he is not a pricel cat, I love him so much.

Milo has long moustaches and green eyes. He is orange with two gradations of colours. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favourite toy is a yarn. He likes to roll a yarn and then chase

it. Once he catch it, he throws it from one of his front legs to the other one. At night he always sleeps with me.

8. The writer's . . . is a cat.
 - A. Pet
 - B. Food
 - C. Friend
 - D. Guard
9. How many gradations of colours does the cat have?
 - A. One
 - B. Two
 - C. Three
 - D. Four
10. What does Milo do if he catches the yarn?
 - A. He eats it.
 - B. He kicks it.
 - C. He throws it.
 - D. He gets on the yarns.
11. What is the text about?
 - A. Instructions to have a cat.
 - B. A description of general cats.
 - C. A description of the writer's cat.
 - D. A story about a cat's adventure.
12. What does the word "pricey" mean?
 - A. Cheap
 - B. Expensive
 - C. Reasonable

D. Economical

Read the following text to answer questions 13-16.

I have best friend. His name is Arkan. Arkan is my classmate. He is tall and a bit fat. He has curly hair. He wears a pair of glasses. His hobby is reading and playing PlayStation. When we have spare time, we always play PS together. We usually play it in the afternoon from three to four. Arkan is the same age as I am. He is thirteen years old. Most of my friends like Arkan because he is a nice boy. He is polite and helpful.\

13. What does Arkan look like?

- A. He is fat and wearing a pair of glasses
- B. He is short with curly hair
- C. He is tall and thin
- D. He is fat and short

14. When does the writer usually play PlayStation?

- A. in the afternoon from 2 to 4
- B. After reading books
- C. In his spare time
- D. After studying.

15. How old is the writer?

- A. 11 years old
- B. 13 years old
- C. 12 years old
- D. 14 years old

16. Which statements is TRUE according to the text?

- A. Arkan is a polite boy.
- B. Th writer wears glasses.
- C. The writer does not like playing PlayStation.
- D. Arkan always play PlayStation in the evening.

Read the following text to answer questions 17-20.

Ayu Okvitawanli is one of the people recorded in MURI (*Museum Rekor Indonesia*). Doyou know why? Right! She is the youngest novelist in Indonesia. Her novel is entitled *Siapa Pembunuh Misterius Itu?* This novel tells about mysterious murders.

Ayu enjoys studying and reading very much. Her favourite subjects are Science, Maths and English. Her favourite writers are N.H. Dini, J.K. Rowling and the queen of detective stories, Agatha Christie. Now, she is 13 years old and she is in the first year at SMP Penabur, Jakarta.

17. Ayu is recorded in MURI because...

- A. She is the youngest novelist in Indonesia
- B. She is a student at SMP Penabur
- C. She is a fan of N.H. Dini
- D. She likes science

18. What does Ayu's novel tell about?

- A. Science in murders.
- B. Mysterious murders.

C. The mystery of a novel.

D. The youngest novelist.

19. What subjects does Ayu like?

A. Maths

B. English

C. Math and English

D. Maths, English and Science

20. How many writers does Ayu like?

A. One

B. Two

C. Three

D. Four

APPENDIX IV

Post Test 1

Source: Zaida Nur.2013.*Mandiri Practice Your English Competence SMP kelas VII*.Jakarta: Erlangga Publishing

Choose and cross (x) the correct answers.

Read the following text to answer questions 1-3.

I have a new backpack.Its colour is light green.I always take it when I go to school.It is made of strong fabric.

My backpack has several parts.the first part is the pocket where I put my money and library card.The second part is the main part.I always put my books and pencil case in it.The third part is a small pocket at the left side of the backpack. I keep a bottle of water in this pocket.

21. What does the text tell us about?

- E. The backpack's material
- F. The parts of the backpack
- G. The writer's new backpack
- H. The writer's favourite colour

22. How many parts does the backpack have?

- C. One part.
- C. Three parts.
- D. Two parts.
- D. Four parts.

23. Where does the writer put his bottle of water?

In the part of the backpack.

- C. First
- C. Third
- D. Second
- D. Fourth

Read the following text to answer questions 4-7.

Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. In the center of my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket on my bed. On the right side of my bed, there is a wardrobe. I put my clothes in it. On the left side of my bed, there is a bookshelf. I put my book there. There is a table and a chair next to the shelf. I usually sit there to study. On the table, there is a desk lamp. When I study in evening, I always turn on the lamp. There is also an alarm clock on my table. I set the alarm on the evening before I go to bed. It will wake me up in the morning.

I always clean my bedroom every day. I arrange the things neatly to make my bedroom comfortable to live in.

24. The text mainly tells us about....

- E. The furniture in the writer's bedroom
- F. The kinds of furniture in a bedroom
- G. The bed in the writer's bedroom
- H. The writer's bedroom.

25. What is the bed like?

- E. A cozy wooden bed.
- F. In the center of the room
- G. Nice and large
- H. Small but nice

26. Where is the location of the desk lamp?

- E. On the table
- F. Next to the bed
- G. Next to the table.
- H. Behind the alarm clock.

27. What is the alarm clock for?

- E. To give information about the weather.
- F. To wake the writer up in the morning.
- G. To make the writer sleep.
- H. To tell the time to sleep.

Read the following text to answer questions 8-12.



Milo is my pet. He is my lovely cat. He is not an expensive cat. I Found him in front of my house. Though he is not a pricel cat, I love him so much.

Milo has long moustaches and green eyes. He is orange with two gradations of colours. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favourite toy is a yarn. He likes to roll a yarn and then chase

it. Once he catch it, he throws it from one of his front legs to the other one. At night he always sleeps with me.

28. The writer's . . . is a cat.

- E. Pet
- F. Food
- G. Friend
- H. Guard

29. How many gradations of colours does the cat have?

- C. One
- C. Three
- D. Two
- D. Four

30. What does Milo do if he catches the yarn?

- E. He eats it.
- F. He kicks it.
- G. He throws it.
- H. He gets on the yarns.

31. What is the text about?

- E. Instructions to have a cat.
- F. A description of general cats.
- G. A description of the writer's cat.
- H. A story about a cat's adventure.

32. What does the word "pricey" mean?

- E. Cheap
- F. Expensive
- G. Reasonable

H. Economical

Read the following text to answer questions 13-16.

I have best friend. His name is Arkan. Arkan is my classmate. He is tall and a bit fat. He has curly hair. He wears a pair of glasses. His hobby is reading and playing PlayStation. When we have spare time, we always play PS together. We usually play it in the afternoon from three to four. Arkan is the same age as I am. He is thirteen years old. Most of my friends like Arkan because he is a nice boy. He is polite and helpful.\

33. What does Arkan look like?

- E. He is fat and wearing a pair of glasses
- F. He is short with curly hair
- G. He is tall and thin
- H. He is fat and short

34. When does the writer usually play PlayStation?

- E. in the afternoon from 2 to 4
- F. After reading books
- G. In his spare time
- H. After studying.

35. How old is the writer?

- E. 11 years old
- F. 13 years old
- G. 12 years old
- H. 14 years old

36. Which statements is TRUE according to the text?

- E. Arkan is a polite boy.
- F. Th writer wears glasses.
- G. The writer does not like playing PlayStation.
- H. Arkan always play PlayStation in the evening.

Read the following text to answer questions 17-20.

Ayu Okvitawanli is one of the people recorded in MURI (*Museum Rekor Indonesia*). Do you know why? Right! She is the youngest novelist in Indonesia. Her novel is entitled *Siapa Pembunuh Misterius Itu?* This novel tells about mysterious murders.

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37. Ayu is recorded in MURI because...

- E. She is the youngest novelist in Indonesia
- F. She is a student at SMP Penabur
- G. She is a fan of N.H. Dini
- H. She likes science

38. What does Ayu's novel tell about?

- E. Science in murders.
- F. Mysterious murders.
- G. The mystery of a novel.

H. The youngest novelist.

39. What subjects does Ayu like?

E. Maths

F. English

G. Math and English

H. Maths, English and Science

40. How many writers does Ayu like?

E. One

F. Two

G. Three

H. Four

APPENDIX V

Post-test II

This man is working while we are sleeping at night. He uses a big telescope to help him. He is Taufiq Hidayat. He is an astronomer.

From Monday to Saturday, Taufiq goes to Bosscha observatory, Lembang. He uses a big telescope and a computer to observe the stars. Then, he uses maths and physics to make theory.

1. What does Taufiq Hidayat do ?
 - a. he is a maths teacher
 - b. he is an astronomer
 - c. he is an astronaut
 - d. he is a pilot
2. Where does he work ?
 - a. at Bosscha observatory, Lembang
 - b. at outer space
 - c. at a laboratory
 - d. in the moon
3. What does he need in doing his job ?
 - a. a healthy physical condition
 - b. some astromers
 - c. a big laboratory
 - d. a telescope and a computer

4. How can an astronomer help astronauts ?
 - a. he helps them land on the moon and put satellites on the outer space
 - b. the astronomer helps astronauts fly the planes
 - c. an astronomer helps astronauts by giving information about the stars
 - d. he helps them land the planes on the earth.

Jatim Park

For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourism object in East Java province. Jatim Park offers a recreation place as well as a study center. Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because the object is only 2, 5 kilos meters from Batu city. This Jatim Park tourism object is about 22 hectares width.

Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the pass gate, the visitors will find an interesting view of 'Galeri Nusantara' area. This study offering continues to step on 'Taman Sejarah' area, which contains of miniature temple in East Java like Sumberawan temple, customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue.

The other facility which is able to be enjoyed is 'Agro Park' area. It presents crop and rareness fruits, animal diorama which consists of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc.

Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour and can used as alternative media of study.

5. What does the text talk about?
 - a. People of East Java
 - b. Jatim park
 - c. Tourism in Java
 - d. Family Holiday
6. Where is Jatim Park Located?
 - a. Kartika Street 2, Batu, West Java
 - b. Kartika Street 20, Batu, East Java
 - c. Kartika Street 2, Batu, East Java
 - d. Kartika Street 20, Batu, West Java
7. What does Jatim Park Offer?
 - a. Park
 - b. Swimming pool
 - c. Recreation
 - d. Recreation place and study center
8. Where do you go if you want to see miniature temple in East Java like Sumberawan temple?
 - a. Galeri Nusantara
 - b. Taman Sejarah
 - c. Agro Park
 - d. Cinema
9. “The other facility which is able to be enjoyed is ‘Agro Park’ area. It presents crop and rare fruits, animal *diorama*....”

What does diorama mean?

- a. A model of something in their natural environment, in a way that looks real because the height, length and width of what is being shown are accurately represented in comparison with each other,
- b. A bone, a shell or the shape of a plant or animal which has been preserved in rock for a very long period.
- c. A space surrounded on all sides by bars or wire, in which animals or birds are kept.
- d. The farming of animals to produce foods such as meat, eggs and milk.

My Unique Cat

I have a pet at home. it is a Sphinx cat. I called her Barong. My father gave me Barong two years ago.

He has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphinx has a normal cat proportion. I like his tail although my mom say that is like a rats tail. I love his usual color varieties including tortoiseshell, chocolate, black, blue, lilac, chocolate etc. he is really an amazing cat. Believe it or not, he is a very intelligent cat. He can respond to my voice commands.

He is my very best friend, I love him as much as I love my self. I cannot live without him.

10. What is not the characteristics of Sphinx cat?

- a. Has little hair but not hairless
- b. Has a tail like a rats
- c. Likes to play with leather and ribbon

- d. Always obey the command

11. What is the topic of the second paragraph?

- a. The name of the cat
- b. The features of the cat
- c. The reasons why I love cat
- d. The hobby of my cat

My house is on Mangga Street no 12, Nusantara housing complex. it has three floors. My family and I always sleep on the second floor since bedrooms are there. All of my family member usually read books on the third floor. The whole space on the third floor is designed for our private library. We have a balcony on the third floor. This is my favorite spot. We generally like to have some relaxation while enjoying the beautiful sceneries of Bandung there. The kitchen, guest-room, living room, dining room, warehouse and garage are on the first floor.

12. Where does the writer keep his vehicles?

- a. On the first floor.
- b. In the basement.
- c. In front of his house
- d. In the house yard.

13. Where is the writer's bedroom?

- a. First floor
- b. Second floor
- c. Balcony
- d. Garage

14. “..... the whole space on the third floor is designed for our private library” (line 3).

What does the underlined word refer to?

- a. The writer
- b. The writer’s father
- c. The writer and the family
- d. The son of the writer’s father

15. What is the writer’s favorite spot?

- a. Bedroom
- b. kitchen
- c. Library
- d. Balcony

Natural Bridge

Natural Bridge National Park is lush tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley.

This scenic roadway lies in the shadow of Lamington National Park. The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique

feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

16. What does the word *luscious* mean?

- a. Very green and attractive
- b. Extremely large in size or amount
- c. Someone or something that is interesting keeps your attention because they are unusual, exciting, or have a lot of ideas
- d. An area, often covered with sand or rocks, where there is very little rain and not many plants.

17. What is the topic sentence of the second paragraph?

- a. Natural Bridge National Park is located in Brisbane city.
- b. You can reach Natural Bridge National Park by travelling through the Numimbah Valey.
- c. There are many things you can enjoy in Natural Bridge National Park, such as the scenic roadway, the waterfalls and picnic areas.
- d. You are forbidden to swim in the rock pools because it contains glow worms.

18. What's interesting about night-time visiting the cave in NATURAL Bridge National Park?

- a. The weather is cool
- b. There is no noisy
- c. Yo can go adventure in spooky ambience.
- d. You discover the unique feature of the glow worms.

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot. My robot is very nice. It is about twenty centimeters tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. It has two strong legs are covered with blade boots. My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck. The robot will move its left dan right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

19. “It has two big red eyes”. It refers to...

- a. The robot
- b. The writer
- c. The body
- d. The battery

20. What is the main idea of paragraph three?

- a. The writer’s robot can be move with two medium sizes batteries
- b. The robot is difficult to move
- c. The robot can be moved without batteries
- d. The batteries must be put to make the robot strong

APPENDIX VI1

Key Words

NO.	Pre-test	Post-test I	Post-test II
1.	C	C	B
2.	C	C	A
3.	C	C	D
4.	D	D	C
5.	A	A	B
6.	A	A	C
7.	B	B	D
8.	A	A	B
9.	B	B	A
10.	C	C	A
11.	C	C	B
12.	B	B	A
13.	A	A	B
14.	C	C	C
15.	C	C	D
16.	A	A	A

17.	A	A	C
18.	B	B	D
19.	D	D	A
20.	C	C	A

APPENDIX VIII

Interview the students before the research

I : Apakah kamu merasa senang ketika mengikuti materi reading dalam belajar bahasa inggris? Jika ia mengapa dan tidak mengapa?

The student 1 : kurang miss, karena kurang paham kalo bahasa inggris ini

The students 2 : senang miss, karena memang suka membaca miss. Jadi tantangan kalo membaca bahasa inggris miss.

The students 3 : tidak miss, karena awak tak mengerti bahasa inggris ini miss.

I : Menurut kamu materi reading itu mudah dipahami atau sulit? Jika iya mengapa dan tidak mengapa?

The student 1 : sulit miss, karena saya tidak paham kebanyakan arti dan pengucapannya miss.

The students 2 : lumayan miss, Cuma yang jadi kendala nashwa kurang tau semua arti bahasa inggris miss.

The students 3 : tidak miss, karena sulit miss memahami teks bahasa inggris miss.

I : Apakah kamu merasa nilai bahasa inggris kamu dalam reading selama ini baik? ? Jika iya mengapa dan tidak mengapa?

The student 1 : tidak miss, anggi gak tau kadang kalo disuruh mengartikan sama memahami teks itu miss.

The students 2 : tidak miss. Karena miss kosa kata kan kurang, jadi sulit juga kalo harus paham arti-arti teks itu miss. Harus tau dulu lah miss artinya.

The students 3 : tidak miss. Awak gak bias bacanya miss. Artinya pun miss awak gak tau.

I : Apakah kamu merasa teknik yang digunakan guru selama ini dapat mengatasi kesulitan dalam pemahaman membacamu ? Jika iya mengapa dan tidak mengapa?

The student 1 : kurang sih miss. Karena kami lebih banyak disuruh ngartiin miss.

The students 2 : sama miss, nashwa jugak karena lebih banyak mindahin teks dari buku paket ke buku terus disuruh ngartiin. Cuma itu aja lah miss tau awak.

The students 3 : tidak miss. Karena kek gitu juga miss. Mindahin.

APPENDIX IX

Interview the Students After Implementing Thieves Strategy

I : Bagaimana menurutmu belajar reading comprehension dengan menggunakan strategy THIEVES?

The Students 1 : Lumayan membantu miss, karena langkah-langkahnya cukup membantu memudahkan materi membaca miss.

The Students 2 : Iya miss, dengan strategi ini, kita jadi punya cara bagaimana agar paham materi reading.

The student 3 : menyenangkan miss. awak merasa cukup bisa memahami materi reading.

I : Apakah THIEVES strategy ini cukup baik untuk membantu memahami materi reading?

The students 1 : Iya miss, menurut anggi strategi ini cukup baik miss.

The students 2 : Iya miss, karena dengan strategi ini kita mempunyai cara untuk memahami teks lebih mudah.

The students 3 : Iya miss, karena awak baru kali ini belajar menggunakan strategi ini dan menyenangkan miss, dan saya lebih mudah memahami materi reading dengan cara miss mengajar yang seperti ini.

APPENDIX X

Interview with the teacher before using THIEVES strategy

I : Good morning Miss

Teacher : morning Nanda.

I : I want to ask you mom, how is the students' ability in reading comprehension?

Teacher : Talked about students' ability in reading. I think it was still low. Because the students did not know the meaning of the words so they were difficult to comprehend the text.

I : what are the teaching strategy that you use in teaching reading ?

Teacher : I ask them to reading aloud, and the other students listen to the students reading, and sometimes I guide them to translate the text, after that I ask them to answer the question based on the text.

I : What are the aspects that you faced in teaching reading comprehension ?

The teacher : The students get difficulties to conclude the text, although they know the meaning of the word, that causes students' answer is wrong is their work. But most of them lack in vocabulary also

I : How do you to solve the problem ?

Teacher : I ask them to find out the meaning in dictionary and guide them to

translate the text together.

APPENDIX XI

Interview with the teacher after using Thieves strategy

I : Good morning miss

Teacher : morning nanda.

I : How your students' ability in reading comprehension after the researcher is apply Thieves strategy?

Teacher : After using THIEVES strategy the competence of the students is better. They become enthusias and spirit in learning process, and ask the teacher

I : What do you think learning reading by using Thieves strategy?

Teacher : For the first, yes, because the procedure of the strategy i don't masteryet, and most of students is noisy and talking with their friend. But in the next, I see the enthusiastic and spirit from the students in reading material.

I : Do you feel motivated after seeing the use of Thieves strategy in reading comprehension in the classroom?

Teacher : Yes, of course, it's very motivated. Because this strategy can help the students to comprehend the text easier. As we know that reading is one of skill in english, so it's very important. With this strategy, can help them to understand the reading text, and the strategy that use is not monotonous.

I : After apply Thieves strategy in learning reading, is it effective used in learning reading comprehension?

Teacher : yes of course. The students has improvement to comprehend the text and also they more found the information from the text.

I : Do you think that Thieves strategy improve students' reading comprehension?

Teacher : yes, it is improve. Because the students active and more easy to answer what the text meant.

APPENDIX XII

Observation Sheet of Students' Activities in the Teaching and Learning Process of Reading Comprehension in Descriptive Text by Applying Thieves Strategy in Cycle I

Instruction:

1. This observation sheet to observe the students' activities during the teaching and learning process in the class. It should be completed by the teacher/researcher as an observer.
2. The observer checks (√) Yes/ No column based on the real condition. "Yes" if the students does it while "No" if the students does not it. Give your description on description column if it is needed.

No	Students' Activities	Yes	No
1	The students pay attention to the researcher's explanation	√	
2	The students are energetic in doing teachers' instruction.	√	
3	The students are interest in learning reading comprehension by applying Thieves strategy.	√	
4	The students enthusiast in teaching and learning process	√	

5	The students ask the researcher if they find difficulties	√	
6	The students are understands about the material.	√	
7	The students do the post test.	√	

Observer

Nanda Sari

**Observation Sheet of Teachers' Activities in the Teaching and Learning
Process of Reading Comprehension in Descriptive Text by Applying Thieves
Strategy in Cycle I**

Instruction:

1. This observation sheet to observe the teachers' activities during the teaching and learning process in the class. It should be completed by the teacher/researcher as an observer.
2. The observer checks (√) Yes/ No column based on the real condition. "Yes" if the teacher does it while "No" if the teacher does not it. Give your description on description column if it is needed.

No	Teachers' Activities	Yes	No
1	The teacher explain the material	√	
2	The teacher giving question to simulate students active	√	
3	The teacher giving time to students ask and answer the question	√	

4	The teacher response to the students question and answer	√	
5	The teacher guides the student in using Thieves Strategy	√	
6	The students are understands about the material	√	
7	The teacher gives the post test.	√	

APPENDIX XIII

**Observation Sheet of Students' Activities in the Teaching and Learning
Process of Reading Comprehension in Descriptive Text by Applying Thieves
Strategy in Cycle II**

Instruction:

3. This observation sheet to observe the students' activities during the teaching and learning process in the class. It should be completed by the teacher/researcher as an observer.
4. The observer checks (√) Yes/ No column based on the real condition. "Yes" if the students does it while "No" if the students does not it. Give your description on description column if it is needed.

No	Students' Activities	Yes	No
1	The students pay attention to the researcher's explanation	√	
2	The students are energetic in doing teachers' instruction.	√	
3	The students are interest in learning reading comprehension by applying Thieves strategy.	√	
4	The students enthusiast in teaching and learning process	√	
5	The students ask the researcher if they find difficulties	√	
6	The students are understands about the material.	√	
7	The students do the post test.	√	

Observer

Nanda Sari

**Observation Sheet of Teachers' Activities in the Teaching and Learning
Process of Reading Comprehension in Descriptive Text by Applying Thieves
Strategy in Cycle II**

Instruction:

3. This observation sheet to observe the teachers' activities during the teaching and learning process in the class. It should be completed by the teacher/researcher as an observer.
4. The observer checks (√) Yes/ No column based on the real condition. "Yes" if the teacher does it while "No" if the teacher does not it. Give your description on description column if it is needed.

No	Teachers' Activities	Yes	No
1	The teacher explain the material	√	
2	The teacher giving question to simulate students active	√	
3	The teacher giving time to students ask and answer the question	√	
4	The teacher response to the students question and answer	√	
5	The teacher guides the student in using Thieves Strategy	√	
6	The students are understands about the material	√	
7	The teacher gives the post test.	√	

APPENDIX XIV

PHOTOGRAPHY



The student do pre-test



The researcher explain about the acronym of Thieves in cycle 1



The students do the post-test I



The researcher give an explanation about the way of using Thieves Strategy



The researcher explain the descriptive text through THIEVES Strategy



The students do post-test II

APPENDIX XV

DIARY NOTES

First Meeting (Wednesday, June 13th 2019)

The first meeting of the research was the pre-test. The researcher gave pre-test to the students in order to know how far their capabilities in English especially reading comprehension. The researcher asked them to read a text and then give the information from the text, but the students seemed very difficult to comprehend the text. Some of them were good, but most of them could not comprehend the text, eventhough they already learned about how to do it. Many problems have been found during pre-test. The condition of classroom was not condusive. So, it could be concluded that the students still had difficulties in reading comprehension.

Second Meeting (Thursday, June 14th 2019)

In second meeting, the researcher explained the material and wrote it on the whiteboard. The students were taught about comprehend descriptive text by applying Thieves Strategy. The researcher gave the topic and ask to the students focus on researcher. The students tried to remember the acronym of Thieves and they asked to re-write it on the whiteboard. In teaching learning process, some of students were active, they gave a few question to the researcher and they answered the questions from the researcher. Eventhough there were some students made noisy in the classroom. Their reading comprehension were improve.

Third Meeting (Friday, June 15th 2019)

In the third meeting, the researcher re-explain same in second meeting. The researcher give the worksheet and the students answer the question together and guided by the researcher.

Fourth Meeting (Saturday, June 15th 2019)

In the third meeting, the researcher did post-test I. This test was done to see and knew the students' progress on their reading comprehension after being taught by Thieves Strategy. In post-test I, the researcher gave the students the multiple choice test in descriptive text. The test took about ninety minutes. Unfortunately, the score of pre-test I was not satisfied.

Fifth Meeting (Thursday, June 27th 2019)

After students did post-test I, the researcher started cycle II. The researcher gave some modifications in the learning process. The researcher ask to the students came to the front of class and gave the main idea of the text by using Thieves Strategy. The researcher also changed the topic. The researcher also gave more explanation slowly and clearly also gave the students the opportunity to give a question and the other students tried to answer and help by the researcher. The students were more active and serious then before.

Sixth Meeting (Friday, June 28th 2019)

In sixth meeting, the researcher re-explain same in previous meeting. The researcher give the worksheet and the students answer the question together and guided by the researcher.

Seventh Meeting (Saturday, June 29th 2019)

In this meeting, the post-test II was given to the students. The test was given to know the students improvement after applying Thieves Strategy in two cycles. The result of the test was satisfied. Based on the reflection of the cycle II, this research could be stopped because students' reading comprehension had been increased.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-5548/ITK/ITK.V.3/PP.00.9/ 05/2019
Lampiran :-
Hal : **Izin Riset**

Medan, 14 Mei 2019

Yth. Ka. MTs Negeri 2 Labuhanbatu Utara

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : NANDA SARI
Tempat/Tanggal Lahir : Suka Jadi, 14 Januari 1997
NIM : 34153072
Semester/Jurusan : VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Negeri 2 Labuhanbatu Utara, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

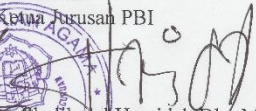
IMPROVING STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT THROUGH THIEVES (TITLE, HEADING, INTRODUKTION,EVERY FIRST SENTENCE,VISUAL/VOCABULARY, END OF THE TEXT AND SAMMARY)STRATEGY AT VII GRADE STUDENTS MTs NEGERI 2 LABUHANBATU UTARA.

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam

A.n. Dekan

Kepala Jurusan PBI


Dr. Shofihatul Hamidah Dly, M.Hum
NIP.19750622 200312 2 002

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LABUHANBATU UTARA
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SURAT KETERANGAN MELAKUKAN RISET

Nomor :B- / MTs.02.40/PP.00.1/08/2019

Berdasarkan surat dari Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.
Nomor : B-5548/ITK/ITK.V.3/PP.00.9/05/2019 tanggal 14 Mei 2019 tentang Izin Melakukan Riset
Lapangan, Yang bertanda tangan dibawah ini :

Nama : Tua, SH, S.Pd
NIP : 196401081990011002
Pangkat/Gol. Ruang : Penata Tk.I, III/d
Jabatan : Kepala MTsN 2 Labuhanbatu Utara
Kecamatan Kualuh Selatan
Kabupaten Labuhanbatu Utara

Menerangkan dengan sebenarnya bahwa :

Nama : NANDA SARI
T.Tgl Lahir : Suka Jadi, 14 Januari 1997
NIM : 34153072
Fakultas : Ilmu Tarbiyah dan Keguruan
Sem/Jurusan : VIII/ Pendidikan Bahasa Inggris
Alamat : Suka Jadi

yang bersangkutan diatas telah melakukan riset/penelitian di Madrasah Tsanawiyah Negeri (MTsN) 2 Labuhanbatu Utara, untuk keperluan penyusunan Skripsi dengan judul **"IMPROVING STUDENTTS' READING COMPREHENSION IN DESCRIPTIVE TEXT THROUGH THIEVES (TITLE, HEADING, INTRODUKTION, EVERY FIRST SENTENCE, VISUAL/VOCABULARY, END OF THE TEXT AND SAMMARY) STRATEGYATVII GRADE STUDENTS MTsN 2 LABUHANBATU UTARA "**.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.



Cc. Pertiinggi