

The Thieves Strategy In Teaching Reading Comprehension of Descriptive Text at MTs Fatahillah Tarempa

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ABSTRACT

In teaching and learning English, many students have difficulty understanding the text in a reading, especially the descriptive text. Therefore, the objective of this research was to find out the effectiveness of the THIEVES strategy in teaching reading comprehension of descriptive text at the eighth-grade students of Madrasah Tsanawiyah Fatahillah Tarempa. It was experimental research using one group pretest-posttest design. The total population is 109 students of Madrasah Tsanawiyah Fatahillah Tarempa. In this research, the researcher used purposive sampling with a sample of 35 eighth-grade students of Madrasah Tsanawiyah Fatahillah Tarempa. To collect the data, the researcher used tests and questionnaires. The test consists of a pre-test and post-test to determine how effective is the THIEVES strategy in reading comprehension of descriptive text. Furthermore, using a questionnaire to know the student's response to the THIEVES strategy. In this research, the mean score of the pre-test was 63,86 before the treatment. After the treatment, the mean score of the post-test was 79.43. Then the researcher used the t table to calculate and hypothesize. The result showed that the test of ($t\text{-table} = df = 0.6817 = 34$) at the 5% significance level. The questionnaire showed that students' responses to the THIEVES strategy in reading comprehension of descriptive texts are ACCEPTABLE. Based on the results, it can be concluded that the THIEVES strategy was effective in teaching reading comprehension of descriptive text at the eighth-grade students of Madrasah Tsanawiyah Fatahillah Tarempa.

Kata Kunci: THIEVES strategy, Descriptive Text, Reading Comprehension.

INTRODUCTION

Students are increasingly lazy to read from junior high school to senior high school to senior high school. Reading can make it easier for students to get information. Reading also provides much broad inspiration and adds to knowledge. Reading a lot in English can be an activity to increase vocabulary so that it makes it easier for us to speak or understand sentences and texts in English. Based on M. F. Patel (2008), Reading skill is essential for academic success. Reading helps students get information or knowledge and

is also very helpful in filling their spare time.

When researchers conducted preliminary research in October 2020, researchers came and met them in class VIII to find their reading understanding of descriptive texts. The researcher provides a descriptive text to students. After the researcher gave the text, students found the difficulty of the text's main idea. There are 15 students. The students also have trouble in determining the type of text. They said there were many difficulties in reading English texts. English is difficult to understand. When given the text, they have difficulty

understanding the contents of the text correctly. They also said it was difficult to answer the questions of the text. They did not know the meaning of each sentence. They said the text they read was boring and uninteresting. Therefore, they are not interested in reading and have difficulty understanding English texts. Students often feel embarrassed and afraid of making mistakes when reading. It makes them lazy to read English text aloud in class. Students who do not understand the contents of the text will lose focus on the learning process.

Maulizan (2015) states that the learning reading comprehension of a written text is done to learn how to extract the required information as efficiently as possible. It means that students can only read without understanding the content of the reading. Gunning (2010) said that comprehension is a constructive process in which students create meaning based on their background knowledge. If there is a relationship between the reader's previous knowledge, it will be easier to identify and understand the meaning of the reading.

Djunaidi (2019) mentioned the sensory experience—how something looks, sounds, tastes. To describe something done by the characteristics that clearly and sequentially. Therefore, readers can recognize the text and explain something easily. Descriptions can allow the reader to hear what the writer means, as if he could see and feel and experience it directly with the reader's own eyes. Reading comprehension is the process of understanding and identifying reading texts. Students understand the main idea of the reading and all the critical information in the text. The low level of students' reading ability can affect their reading comprehension. Reading comprehension has an impact on human resources (HR). Reading is not just looking at writing but also mastering the meaning of writing. Lack of understanding in reading can also lead to misunderstanding the information read.

Using strategy is very helpful in learning many texts in junior high school students. Like learning descriptive text, students read and understand the intent of what the author wants to convey in the story. Students will find out more quickly the information in the text. One of the strategies to understand the descriptive text is using the THIEVES strategy. This strategy can help students comprehend by allowing them to preview the text structure in an organized manner.

Manz (2012) has said this pre-reading strategy would allow students to "steal" information from the title, headings, introduction, every first sentence, visual / vocabulary, ending, and summary before reading the chapter. Students will survey the text in the following manner. This strategy also makes students know the information before reading the language text so that students are more active and enthusiastic in learning to read English texts.

1. RESEARCH METHOD

The researcher uses experimental research to know the effectiveness of using the THIEVES Strategy In Teaching Reading Comprehension of Descriptive Text at the Eighth Grade Students at Madrasah Tsanawiyah Fatahillah Tarempa. *Experimental research* is a study to determine whether there is a change that occurs in a controlled and treated situation. The researcher used one group pretest-posttest design for this study based on Sugiyono (2015). In this research, the researcher used the treatment for the experimental group by using the Thieves strategy. The researcher gives pre-questioning to the students using the Thieves strategy for a while. In the end, the researcher gives post questioning.

The design of the study:

$O_1 X O_2$

Where:

O₁ = Pretest Score (before being given treatment)

O₂ = Posttest Score (after being given treatment)

X = Treatment

The population is a generalization area consisting of objects/subjects with specific characteristics determined by the researcher to be studied and then concluded. The population in this research is all of the students in Madrasah Tsanawiyah Fatahillah Tarempa. The total number of students is 109 students.

The sample is part of the number and characteristics of the population. In this research, the researcher used purposive sampling. The researcher took 35 eighth-grade students of Mts Fatahillah Tarempa because learning about the descriptive text in the eighth grade.

The researcher used multiple-choice questions in pre-test and post-test. The instrument consist of 20 questions item based on the indicator of the research on Kementerian Pendidikan dan Kebudayaan Republik Indoneisa, “ *When English Rings a Bell SMP/MTs Kelas VIII*” (2014).

Indicator of the Research

The THIEVES Strategy in Teaching Reading Comprehension of Descriptive Text at MTs Fatahillah Tarempa	
Independent Variable THIEVES Strategy	Dependent Variable Reading Comprehension of Descriptive Text
Identifying the descriptive text Students know the social function in the descriptive text Students arrange parts of the text	Generic Structure -Identification -Description Language Features -Focus on specific participants.

logically and coherently.	-The use of adjectives and compound adjective.
Students choose phrases, vocabulary, and grammar in reading descriptive text	-The use of linking verbs.
Students conclude and describe the content of the text	-The use of attributive <i>has</i> and <i>have</i> .
	-The use of simple present tense

2.1 Technique of Collecting the Data

In data collection, the researcher conducted two tests for these classes. There are pre-test and post-test as follows:

Reading Comprehension Test

1. Pre Test

The pre-test is to determine the student's score before being given treatment. In this case, the researcher will measure and get student scores before being given treatment (THIEVES strategy) as a learning process.

2. Treatment

The treatment will be conducted after the pre-test. The students got treatment in one class. The pre-test was before being given treatment and the post-test after treatment. The treatment steps given to students are as follows:

1. Pre-Teaching Activity
 - a) Greeting
 - b) Taking attendance list
 - c) Brainstorming
2. While-Teaching Activity
 - a) Teacher gives the students a story about the picture before the students read the story, the teacher asks the students.
 - b) The teacher asks the students to pay attention the text.
 - c) The teacher explained about THIEVES before students read the text.
 - d) The teacher and students discuss the answer questions based on the THIEVES strategy. Before the students read the text.
 - e) The teacher reads the text.
 - f) The teacher asks students to read the text

- g) The teacher asks the students to answer the question that related with the material
- h) The teacher explains the text
- i) The teacher asks the students about the text
- j) The teacher gives some questions about the text
- k) The teacher and students discuss the answer
- l) The teacher and students try to find the text's generic structure.

3. Post Teaching Activity

In the post-activity, the can-do some activities as follow:

- a) The teacher checking the students understanding of the lessons
 - b) The teacher concludes the materials.
3. Post Test

After giving the treatment, the researcher conducts a post-test. This post-test is the final test of the research in reading comprehension of descriptive text using the THIEVES strategy and especially measuring the treatment, whether are significant or not. After conducting the post-test, the researcher analyzed the data. The questionnaire is a data collection technique that provides a set of questions or written statements to the respondent to answer. The researcher will use a questionnaire to get student responses to the effectiveness of the THIEVES strategy in teaching reading comprehension of descriptive texts.

2.2 Technique Analysis the Data

The researcher to analyze the data from pre-test and post-test using the statistical formulation of t-test as follows:

- a. Test of normality using Shapiro Wilk
The researcher used Shapiro Wilk based on the number of samples in the data. The normality test is carried out to determine whether the data is normally distributed or not. There is a formula of Saphiro Wilk as follow:

$$T_3 = \frac{1}{D} \left[\sum_{i=1}^k a_i (X_{n-i+1} - X_i) \right]^2$$

Where:

D = based on the formula below = Shapiro Wilk's Coefficient test

X n - i + 1 = number to n - i + 1 in the data

X I = number 1 on the data

$$D = \sum_{i=1}^n (X_i - \bar{X})^2$$

Xi = number 1 on the data

X = average data

b. Test of Validity Pearson Correlation

Karl Pearson developed it from a related idea introduced by Francis Galton in the 1880s, and for which the mathematical formula was derived and published by Auguste Bravais in 1844. Pearson Correlation is one of the formulas used to test data validity with the SPSS program. This validity test to determine whether the Pre-test and Post-test data used were valid or not.

$$r_{xy} = \frac{N \cdot \sum xy - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum x^2 - (\sum X)^2] [N \cdot \sum y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} = correlation coefficient between variables x and y

∑ xy = number of multiplication between variables x and y

∑ x² = number of squares of the value x

∑ y² = number of squares of the value y

(∑ x)² = the sum of the values of x square

(∑ y)² = the sum of the values of y square

- c. Test of Reliability Using Cronbach' Alpha
After conducting the validity test using Pearson Correlation, the next step is to conduct a reliability test to determine the consistency of the pre-test and post-test data used by the researcher.

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

Where:

- r_{11} = reliability
- k = number of items tested
- σ_t^2 = total variance
- $\Sigma \sigma_t^2$ = number of variance

d. Analyzing the data using T test

The researcher used the T-test to determine whether the hypothesis used by the researcher was accepted or rejected. In this research, the researcher used a paired sample test to compare the mean students' scores pre-test and post-test before and after treatment.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Where:

- X_1 = average sample before treatment
- X_2 = average sample after treatment
- S_1 = standard deviation before treatment
- S_2 = standard deviation after treatment
- n_1 = total sample before treatment
- n_2 = total sample after treatment

The t-test will then be carried out based on the data to determine whether it is adequate to use the THIEVES strategy in teaching reading comprehension. The researcher analyzed the data using SPSS to find out the significant differences between the pre-test and post-test scores after treatment.

Scoring Rubric

Number of Item	Score of Item
1-20	5
Maximum Score	100

$$N = \frac{\text{Students Answer}}{\text{Maximum Score}} \times 100$$

The researcher used multiple-choice questions to measure students' reading comprehension in descriptive texts based on the scoring rubric above. The researcher used 20 item questions with a score of 5 for 1 item.

3. RESEARCH FINDING AND DISCUSSION

3.1 Findings

This research was done from early January to February 2021 in the 2020/2021 academic year at Madrasah Tsanawiyah Fatahillah Tarempa. The design was one group pre-test and post-test design. In the first step, the researcher gave students tests before treating the THIEVES strategy.

The result stated that the mean score of students in the pre-test before the researcher gave the treatment was 63.86, the maximum score in the pre-test was 85, and the minimum score was 50. It means that the students' scores before being given the treatment can be said to be FAIRLY category in understanding the descriptive text before using the THIEVES strategy. So, the students' reading comprehension before using the THIEVES strategy is fair.

After conducting a pre-test on students, the researcher gave treatment using the THIEVES strategy. Then, the researcher gave a post-test to determine whether the THIEVES strategy effectively reads comprehension of descriptive text. The results from the post-test than the mean score of students after the researcher gave treatment was 79.43, then the maximum value on the post-test was 95, and the minimum score was 60. It means the student's score after the treatment is the GOOD category in understanding descriptive texts after using the THIEVES strategy.

3.2 Discussion

a. Test of Normality

The value of significant level is 0.05. Based on the data shown on Shapiro Wilk, it can conclude that:

- 1) Significance value of Shapiro Wilk on pre-test was $0.454 > 0.05$ significant levels. It means that the data of the pre-test was normally distributed.

2) Significance value of Shapiro Wilk on post-test was $0.347 > 0.05$ significant levels. It means that the data of the post-test was normally distributed.

b. Test of Validity of Pre Test and Post Test

Based on the result of the validity of pre-test, there are 20 Pre Test questions whose number is $>$ from the r table. It means that 20 questions are valid.

And the result of the validity of post-test, there are 20 Post Test questions whose number is $>$ from the r table. It means that the 19 questions are Valid, and 1 question Not Valid.

c. Test of Reliability

est	Reliability Statistics	
	Cronbach's Alpha	N of Items
reTest	,707	20
ostTest	,775	19

To find out the reliability of the data, the researcher made the comparison between the value of the r table and the value of the Cronbach' Alpha formula as follow:

- a. If value of Cronbach' Alpha $>$ (0, 60) = data is reliable.
- b. If value of Cronbach' Alpha $<$ (0, 60) = data is not reliable.

Based on the data shown on Cronbach' Alpha, that can conclude:

- The Cronbach' Alpha of Pre Test = 0, 707 $>$ 0, 60. It means that the PreTest data was reliable.
- The Cronbach' Alpha of Post Test = 0, 775 $>$ 0, 60. It means that the PostTest data was reliable.

Based on the comparisons of Cronbach's Alpha above, the test of reliability on Pre Test and Post Test displayed that both of the data were reliable.

d. Calculating the T Test

Significant value of T-test was $0, 000 <$ 0, 05 significant level. It can conclude that the alternative hypothesis (Ha) is accepted, and

the null hypothesis (Ho) is rejected. The THIEVES strategy used a significantly different score on the students' reading comprehension of descriptive text. In other words, the THIEVES Strategy in Teaching Reading of Descriptive Text to the Eighth Grade Students of Madrasah Tsanawiyah Fatahillah Tarempa is Effective.

e. Validity for Questionnaire

Comparison of the value of the r table and the Pearson Correlation

Statemen t	Corrected Item-Total Correlation	r Table	Note
S1	,343*	0,324 6	Valid
S2	,403*	0,324 6	Valid
S3	,418*	0,324 6	Valid
S4	,354*	0,324 6	Valid
S5	,345*	0,324 6	Valid
S6	,582**	0,324 6	Valid
S7	,543**	0,324 6	Valid
S8	,474**	0,324 6	Valid
S9	,411*	0,324 6	Valid
S10	,612**	0,324 6	Valid
S11	,420*	0,324 6	Valid
S12	,348*	0,324 6	Valid
S13	,497**	0,324 6	Valid
S14	,586**	0,324 6	Valid
S15	,362*	0,324 6	Valid
S16	,350*	0,324 6	Valid

S17	,555**	0,324 6	Valid
S18	,439**	0,324 6	Valid
S19	,572**	0,324 6	Valid
S20	,390*	0,324 6	Valid

Based on the table above, there are 20 statements of valid. From the comparison, it can conclude that the data were valid.

f. Reliability for Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,791	20

To find out the reliability of the questionnaire, the researcher made the comparison of the data above using the Cronbach' Alpha formula as follows:

- a. If value of Cronbach' Alpha > 0,60 = data is reliable.
- b. If value of Cronbach' Alpha < 0, 60 = data is not reliable.

Based on the data shown on Cronbach' Alpha, we can see that:

Cronbach' Alpha = 0.791 > 0, 60. From the comparison above, it can conclude that the data were reliable.

CONCLUSION

Based on the result above, this strategy can make it easier for students to find main ideas and necessary things in the reading text. The research results concluded that the THIEVES strategy in reading comprehension of descriptive texts was effective because the students' scores increased after using this strategy. The alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. The THIEVES strategy used a significantly different score on the students' reading comprehension of descriptive text. In other words, the THIEVES Strategy in Teaching Reading of Descriptive Text at the Eighth Grade Students of Madrasah Tsanawiyah Fatahillah Tarempa is Effective.

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