

## **Using THIEVES Strategy to Improve the Seventh Grade Students' Reading Comprehension Achievement**

**Cristya Larasati**

Universitas Islam Negeri Raden Fatah Palembang  
[cristyalarasati@gmail.com](mailto:cristyalarasati@gmail.com)

**Amalia Hasanah**

Universitas Islam Negeri Raden Fatah Palembang  
[amalياهوasanah\\_uin@radenfatah.ac.id](mailto:amalياهوasanah_uin@radenfatah.ac.id)

**Eka Sartika**

Universitas Islam Negeri Raden Fatah Palembang  
[ekasartika\\_uin@radenfatah.ac.id](mailto:ekasartika_uin@radenfatah.ac.id)

### **Abstract**

This research was conducted with the aim of finding out whether there is significant improvement on students' reading comprehension achievement before and after being taught by using THIEVES strategy and there is significant differences on students' reading comprehension achievement who are taught by using THIEVES strategy and those who are not. This research was conducted for 12 meetings and quasi-experimental research design was used to conduct the research. The population in this study were all seventh grade students of SMPN 1 Panang Enim. In selecting the sample the writer used purposive sampling technique and in this study the total sample was 62 which included the experimental class and controll class. To analyze the data the writer used paired sample t-test and independent sample t-test via SPSS 25. Based on the result of paired sample t-test, the p-output was 0.000 with  $df=30$  (2.042), and t-output was 6.291. Since the p-output was lower than 0.05 and t-output was higher than t-table (2.042) therefore it can be concluded that there was significant improvement from students' pre-test to post-test scores in experimental class taught by using THIEVES Strategy. And based on the result of independent sample t-test, the p-output was 0.002 with  $df=60$  (1.671), and t-output was 3.212. Since the p-output was lower than 0.05 and the t-output was higher than t-table (1.671) therefore it can be concluded that that there was significant difference on students' reading comprehension achievement who are taught by using THIEVES strategy and those who are not at SMPN 1 Panang Enim.

**Keywords:** Improve, Reading Comprehension Achievement, THIEVES Strategy.

### **A. Introduction**

Reading is one of the skills that really needs to be mastered by the students. Dalman (2013) stated that reading is the heart of education, because students who are aware of the importance of reading in the learning process will be more spirited in learning than students who are not aware of the advantages of reading activities (Ilahi, 2020). However, reading is not as easy as we imagine. Broughton et al (2003) stated that reading is a complex skill because reading is not only about how the students read well which includes accuracy of pronunciation and aloud but also reading with the purpose of getting a deep and thorough understanding of the text that they have read. Without reading comprehension, students will

only be like parrots imitating someone's language without understanding the meaning (Ibrahim, 2016). Therefore, reading comprehension skill is needed by students to achieve the goals in reading activities.

In addition, there are several things that hinder the learning process of reading comprehension, for example students have low reading interest and the lack of understanding of students about methods or strategies that can be used in reading. Saepudin (2014) said that in Indonesia most of people think that reading is one of the boring activities, and this is supported by the results of research data conducted by UNESCO on the reading interest of the Indonesian people. Quoted from [kominfo.go.id](http://kominfo.go.id), UNESCO said that the result of the research showed that the reading interest of the Indonesian people was very concerning, only 0.001%. It means that, out of 1,000 Indonesians, only 1 person is an avid reader. Then, Saepudin (2014) also said that the obstacles faced during the learning and teaching process of reading in the class were caused by a lack of understanding of methods and techniques for reading books or English literature for both students and teachers themselves. Therefore, it is not surprising that currently there are still many students who are still having trouble following the English learning process, especially when reading English text.

However, the use of strategies in the learning process can motivate students and facilitate students during the learning process, and one of the strategies that can be used to teach reading English is THIEVES. THIEVES is a strategy that allows students to go through several pre-reading stages before entering the textbook section (Drani, 2019). This strategy can contribute to students in the classroom during the teaching and learning process, therefore this strategy can be considered a good strategy for teachers to use when teaching reading. In this strategy, students can get some informations from the title of the text, heading, introduction, each first sentence, visual or vocabulary, end of chapter questions, and summary before reading the whole text so that students find it easier to find information from the text being read (Khataee, 2019) . The advantages of this strategy are; first, students can become more spirited because THIEVES strategy contributes to students in the learning process (Gusvianti, 2012), second, THIEVES can enhance the possibility of prior knowledge, also purpose and expectation because THIEVES marking the components of the textbook section that must be throughly perused, pondered, and surveyed in advance of actual reading (Manz, 2002), third, helps students make an assumption and connection, and the last is this strategy is very helpful in improving students' understanding of what they have read ( Ilahi,

2020). Therefore, THIEVES is a strategy that can be used to teach and improve students' reading comprehension skill.

Furthermore, the writer has included several studies related to the study that the writer will examine. First, Indrawati and Widiana (2019) who conducted the study about THIEVES strategy to the tenth grade students of MAN 1 Pangkalpinang and the result of sig. (2tailed) was  $.003 < 0.05$ , it means that THIEVES strategy was effective in improving the students' reading comprehension especially in narrative text. Second, Ilahi (2020) who conducted the study about using THIEVES strategy through online learning model. The result of sig. (2tailed) was  $.000 < 0.05$ , it means that this strategy was very successful in improving the reading comprehension achievement and there was a significant different in the comprehension of students' reading between after and before taught using the THIEVES strategy. Third, a study conducted by Novia and Nery (2019) mentioned that THIEVES strategy helped students to increase their reading comprehension in recount text and the result of sig. (2tailed) was  $.002 < 0.05$ , it means that this strategy gave significant different in reading comprehension between the students who were taught by using THIEVES strategy and those who were not.

The differences between this research and previous studies is the kind of text, the level of student, and the number of meetings held. First, in this research the writer used descriptive text while in the previous studies used narrative and recount text. Second, this research used the seventh grade students as a sample while the previous studies used the eighth grade students and tenth grade students. Third, this research was conducted in 12 meetings while the previous studies were conducted in less than 12 meetings.

Referring to the explanation above, the writer interested in conducting an experimental research entitled: "Using THIEVES Strategy to Improve the Seventh Grade Students' Reading Comprehension Achievement at SMPN 1 Panang Enim". This research aimed to find out whether there is significant improvement on students' reading comprehension achievement before and after being taught by using THIEVES strategy and there is significant differences on students' reading comprehension achievement who are taught by using THIEVES strategy and those who are not.

## B. Research Methodology

### Research Design

This research used a quantitative method and used an experimental research design to determine whether this strategy is effective in teaching reading comprehension or not. Experimental research allows researcher as early as possible to control independent variables and other variables, so that the level of certainty of answer to research result is much more controlled than the type of research in the ex post facto group, both in terms of internal validity and external validity (Creswell, 2012; Ary, et al. 2010; Fraenkel, J., Wallen, N., Hyun, 2019). In this research the researcher used two classes, which were control class and experimental class. The researcher employed the THIEVES strategy to teach reading comprehension in the experimental class, while the control class was taught by the teacher using the strategies that she usually uses in teaching learning process.

### Population and Sampling

The population of this research was the seventh grade students of SMPN 1 Panang Enim, consisting of four classes. The total of the students were 126 students. In this study the researcher used purposive sampling to choose the sample. Purposive sampling is a method of selecting a sample based on pre-determined considerations and goals (Creswell, 2012). Here the writer has special criteria in determining the class that will be the sample, such as classes that have the same number of students and have the same level of reading comprehension. Therefore the researcher used two classes, which were control class and experimental class. VII.C was the experimental class while VII.D was the control class.

**Table 1**

#### *The Sample of The Research*

No	Group Class	Total
1	VII.C (Experimental Class)	31
2	VII.D (Control Class)	31
Total		62

### Technique for Collecting Data

In this study, the writer used a test for collecting data. Test is a tool that can be used to obtain information about students' cognitive abilities. In this study, the reading test aimed to determine the students' reading comprehension test scores before recognizing or using THIEVES strategy and after recognizing or using the THIEVES strategy. At the time of the

test, students will be given several descriptive texts then students are asked to answer the test questions in the form of multiple choice. To get the correct answer, students are required to understand the content of the text and understand the object that is being asked in the reading test questions.

There were two types of tests given to students, they were pre-test and post-test. Pre-test was used before the treatment, while the post-test was used after the treatment. The pre-test and post-test were used the same set of questions.

### Technique for Analyzing Data

In this study, the writer used paired sample-t-test and independent sample t-test. Paired sample t-test was used to find out whether there was a significant means improvement in the students' average scores from pre-test to post-test after students were taught using the THIEVES strategy or not. A significant improvement is found whether the p-output is lower than 0.05 and the t-output is higher than t-table with df 30 (2.042). And independent sample t-test was used to compare the post test score of the students who were taught by using the THIEVES strategy and those who were not. A significant difference is found whether the p-output is lower than 0.05 and the t-output is higher than t-table with df 60 (1.671).

## C. Findings and Discussion

### Findings

#### a. Pre-test and post-test scores of students in experimental class

The result analysis of descriptive statistics of students' pre-test and post-test in experimental class are described in table 1.

**Table 2**

*Descriptive statistics of pre-test and post-test in experimental class*

	N	Minimu m	Maximu m	Mean	Std. Deviation
pre-test experiment	31	40,0	65,0	53,548	6,4477
post-test experiment	31	40,0	85,0	61,774	11,6045
Valid N (listwise)	31				

Based on descriptive statistics table above, it was found that in pre-test of experimental class the minimum score was 40, the maximum score was 65, mean score was

53.548, and standar deviation was 6.4477. Whereas, in post-test of experimental class the minimum score was 40, the maximum score was 85, mean score was 61.774, and standar deviation was 11.6045.

b. Pre-test and post-test scores of students in control class

The result analysis of descriptive statistics of students' pre-test and post-test in control class are described in table 2.

**Table 3**

**Descriptive statistics of pre-test and post-test in control class**

	N	Minimu m	Maximu m	Mean	Std. Deviation
pre-test control	31	40,0	67,5	53,952	8,0045
post-test control	31	30,0	75,0	52,016	12,3055
Valid N (listwise)	31				

Based on descriptive statistics table above, it was found that in pre-test of control class the minimum score was 40, the maximum score was 75, mean score was 53.952, and standar deviation was 8.5336. Whereas, in post-test of control class the minimum score was 30, the maximum score was 75, mean score was 52.016, and standar deviation was 12.3055.

c. The Nomality Data Test of Pre-Test Score Results

The computations of normality was used the computation in SPSS 25. The result of analysis is described in table 3.

**Table 4**

**Normality test of students' pre-test in experimental and control class**

No	Students' Pre-test	N	Kolmogorov Smirnov	Sig.	Result
1	Experimental Class	31	.130	.197	Normal
2	Control Class	31	.138	.140	Normal

Based on the normality table above, it was found that the significance value of students' pre-test in experiment class was .197, while the control class was .140. Since the significance value was higher than 0.05, it can be concluded that the pre-test scores of students in experimental and control class were normal.

d. The Nomality Data Test of Post-Test Score Results

The computations of normality was used the computation in SPSS 25. The result of analysis is described in table 4.

**Table 5**

*Normality test of students' post-test in experimental and control class*

No	Students' Post-test	N	Kolmogorov Smirnov	Sig.	Result
1	Experimental Class	31	.117	.200	Normal
2	Control Class	31	.112	.200	Normal

Based on the normality table above, it was found that the significance value of students' post-test in experiment class was .117, while the control class was .112. Since the significance value was higher than 0.05, it can be concluded that the post-test scores of students in experimental and control class were normal.

e. Homogeneity Test of Pre-Test Score Results

The result of homogeneity test of students' pre-test scores is described in table 5.

**Table 6**

*Homogeneity test of students' pre-test in experimental and control class*

No	Students' Pre-test	N	Levene Statistic	Sig.	Result
1	Experimental Class	31	.810	.372	Homogenous
2	Control Class	31			

Based on the homogeneity table above, it was found that the significance value was .372. Since the significance value was higher than 0.05, it can be concluded that the pre-test scores of students in experimental and control class were homogenous.

f. Homogeneity Test of Post-Test Score Results

The result of homogeneity test of students' pre-test scores is described in table 6.

**Table 7**

*Homogeneity test of students' post-test in experimental and control class*

No	Students' Post-test	N	Levene Statistic	Sig.	Result
1	Experimental Class	31	.623	.433	Homogenous
2	Control Class	31			

Based on the homogeneity table above, it was found that the significance value was .433. Since the significance value was higher than 0.05, it can be concluded that the post-test scores of students in experimental and control class were homogenous.

g. Measuring Significant Improvement on Students' Reading Comprehension Achievement in Experimental Class

In this study, paired sample t-test was used to measure a significant improvement on the seventh grade students' reading comprehension achievement scores taught by using THIEVES Strategy. The result analysis of paired sample t-test is described in table 7.

**Table 8**

*Result Analysis in Measuring Significant Improvement on Students' Pretest To Posttest Scores in Experimental Group*

THIEVES Strategy	Paired Sample T-Test			Ho	Ha
	t	df	Sig. (2-tailed)		
	6.291	30	.000	Rejected	Accepted

Based on the result analysis table above, it was found that the p-output was 0.000 with df=30 (2.042), and t-output was 6.291. It can be concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. Therefore, the research question number one had been answered that there was significant improvement from students' pretest to posttest scores in experimental class taught by using THIEVES Strategy since the p-output was lower than 0.05 and t-output was higher than t-table (2.042).

h. Measuring Significant Difference on Students' Reading Comprehension Achievement in Experimental and Control Class

In this study, independent sample t-test was used to measure a significant difference on students' reading comprehension achievement who are taught by using THIEVES strategy and those who are not at SMPN 1 Panang Enim. The result analysis of independent sample t-test is described in table 8.

**Table 9**

*Result Analysis in Measuring Significant Difference on Students' Posttest Scores in Experimental and Control Class*

THIEVES Strategy	Independent Sample T-Test			Ho	Ha
	t	df	Sig. (2-tailed)		
	3.212	60	.002	Rejected	Accepted

From the table analysis, it was found that the p-output was 0.002 with df=60 (1.671), and t-output was 3.212. It could be stated that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. Since the p-output was lower than 0.05 and the t-output was higher than t-table (1.671). It can be concluded that the research problem number

two had been answered that there was significant difference on students' reading comprehension achievement who are taught by using THIEVES strategy and those who are not at SMPN 1 Panang Enim.

## **Discussion**

Based on the findings which have been described in the previous section, it was found that there were two conclusions. First, based on the result of paired sample t-test in the experimental class, the p-output was 0.000 with df 30 (2.042), and t-output was 6.291. Since the p-output was lower than 0.05 and t-output was higher than t-table, it means that there was a significant improvement on students' reading comprehension achievement before and after being taught by using THIEVES strategy at the seventh grade students in SMPN 1 Panang Enim. Second, based on the result of independent sample t-test, the p-output output was 0.002 with df 60 (1.671), and t-output was 3.212. Since the p-output was lower than 0.05 and t-output was higher than t-table, it means that there was significant difference between the students' post-test score of experimental and control class who were taught by using THIEVES strategy and those who were not at SMPN 1 Panang Enim. Based on these results, it can be assumed that THIEVES strategy has a positive influence on students' reading comprehension and this is supported by the statement of Khataee (2019) that the use of pre-reading strategies such as THIEVES on EFL learners have a facilitative effect on students' reading comprehension.

There were factors showed the reason why THIEVES strategy could improve students' reading comprehension achievement at SMPN 1 Panang Enim especially in the experimental class. First, THIEVES strategy allows students to more easily find the information they need by absorbing as much information as possible from several elements in the text. It is also stated by Manz (2002), THIEVES is a pre-reading strategy that uses easily recalled acronyms from the Title, Headings, Introduction, Every First Sentence, Visual or Vocabulary, Ending, and Summary to establish the goal of reading. Second, THIEVES strategy was useful when students trying to figure out what was relevant in a text that contained information (Wijayanti, 2018). Therefore, students will be easy to find the most important information because they know how to be a thieves (Gear, 2008).

However, in the control class students were given a pre-test and post-test only without the treatment by using THIEVES strategy and the result showed that students' post-test scores were decreased compared to the pre-test. This was caused by students not being

serious when doing the pre-test and post-test, some of them still were cheating, not being focused and having difficulties in doing the pre-test and post-test. According to Tambunan (2016) students will learn and remember learning material more easily if they are interested in the learning process. Meanwhile, Sanjani (2021) stated that the role of learning strategies can be seen from the students' condition in the learning process which becomes more interesting, directed, attractive, and students are not easily bored. Therefore, students success in learning is largely determined by a learning strategy (Warni, 2016).

At the same time, these research findings are not contrary to other previous related studies. It can be seen from Indrawati and Widiana (2019) supported that THIEVES strategy was effective in improving students' reading comprehension especially in narrative text at the tenth grade students of MAN 1 Pangkalpinang. Second, Ilahi (2020) found that THIEVES strategy has a positive effect on reading comprehension achievement of students in online learning model. And third, Novia and Nery (2019) found that THIEVES strategy helped students to increase their reading comprehension in recount text and this strategy gave significant difference in reading comprehension between the students who were taught by using THIEVES strategy and that of those who were not at SMPN 2 Teluk Gelam.

Finally, the researcher conclude that, there was significant improvement and difference on students' reading comprehension achievement taught by using THIEVES strategy. THIEVES strategy was successfully applied to the seventh grade students of SMPN 1 Panang Enim because it can sparks the students' interest. THIEVES strategy could help the students in comprehending the descriptive text because it helps the students to activate their background knowledge. Therefore, it could be assumed that THIEVES strategy is effective to use in teaching reading comprehension to the students at SMPN 1 Panang Enim because it helps students to easily answer the questions in the reading passages.

#### **D. Conclusion**

Referring to the findings and interpretations of the study, the writer draws some conclusions:

1. There was a significant improvement on students' reading comprehension achievement before and after being taught by using THIEVES strategy at the seventh grade students in SMPN 1 Panang Enim. It can be seen from the result of mean score between pre-test and post-test in experimental class, the result was students got higher scores in the post-test.

2. There was significant difference on students' reading comprehension achievement who are taught by using THIEVES strategy and those who are not at the seventh grade students in SMPN 1 Panang Enim. It can be seen from the calculation result, t-output was higher than t-table. Therefore, alternative hypothesis (Ha2) was accepted and null hypothesis (Ho2) was rejected.

Based on the research result above, researcher hopes that teaching and learning process of English to be more effective for teacher, students, and other researcher as follows:

1. For teacher

Learning reading comprehension using THIEVES strategy should be used as an alternative strategy in teaching reading comprehension for students in SMPN 1 Panang Enim. The writer wants to suggest to the teachers who will use THIEVES strategy to pay more attention to several aspects such as preparing text material to be discussed, THIEVES worksheet, and time management. The teacher should explain the procedure for using the THIEVES strategy in stages in several meetings so that students really understand how to apply this strategy correctly in a reading text.

2. For students

For the students especially the seventh grade students at SMPN 1 Panang Enim. It is suggested that students should try to apply THIEVES strategy more often when reading a text, not only in descriptive text but in other types of text as well. The writer also suggests that students be more active, confident, and dare to ask questions if there are things they do not understand.

3. For other researcher

It is hoped that the results of this research using THIEVES strategy in teaching reading comprehension can be used as a comparison for other researchers who are interested in examining this issue more broadly. The writer suggests that future researchers pay attention to several aspects before implementing this strategy in the classroom, such as classroom management, teaching media, and THIEVES strategy mastery.

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