

THE EFFECT OF THIEVES STRATEGY ON THE STUDENTS' READING COMPREHENSION THROUGH ONLINE LEARNING MODEL

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Abstract

The aim of this study was to measure the effectiveness of the THIEVES strategy on the reading comprehension achievement of students at Junior High School seventh grade students. This research was done in five meetings. One meeting for pretest, three meetings for treatment, and one more for posttest. In this study, researcher used quantitative methods with pre-experimental research design in which this study was only conducted in one research class. The subjects was 20 students taken from the seventh grade of Private Junior High School in East Java, Indonesia. This study was conducted during the Covid 19 pandemic so it was conducted online. Face-to-face learning in this study was conducted online using zoom and WhatsApp. In data collection, by presenting a multiple choice test consisting of 20 items for each test, the researcher performed a pre-test and posttest. The data was analyzed using SPSS to calculate paired sample t-test.

The results of statistical calculations obtained the mean score of pre-test 55.50 and 68.25 for the post-test. The t value 12.074. Based on the "Paired Sample Test" the sig. is (2-tailed) $0,000 < 0.05$. So these can be stated that there is a difference mean score between the results of the pretest and posttest which means that there is the positive effect of the use of the THIEVES strategy on students' reading comprehension at seventh grade of Private Junior High School in East Java, Indonesia.

Keywords: Reading Comprehension, THIEVES Strategy

INTRODUCTION

Reading is an activity carried out to obtain a variety of new information and insights so as to increase one's knowledge in order to be able to answer various existing problems. Because every aspect of life involves reading. Especially for students in schools, from elementary school to college. They need to read to increase their knowledge and increase the knowledge they have. Dalman (2013: 5) defines that heart of education is reading. Students who understand the high value of reading in their activities will be more active in learning than students who do not find benefits from reading activities.

The ability to understand the contents of reading material well requires good comprehension skills. Comprehension is one important aspect of reading activities, because in essence reading comprehension can improve reading skills itself. So, reading ability can be interpreted as the ability to realize the material of the reading. The purpose of reading is understanding, not speed (Tarigan, 1986: 37). Meanwhile, Grabe and Stoller (2019) stated that the reading for general understanding is the capability to comprehend and interpret data from a text with the appropriate. Comprehension for reading is the process of building written discourse understanding. This process occurs by pairing or connecting the schemes of knowledge and experience that have been previously owned with the content of information in the discourse. This knowledge and experience will make it easier for students to form an understanding of the discourse being read. Meanwhile, Burns (Somadayo, 2011: 22) suggests that students understand a reading if they can draw conclusions, for example the main idea of a reading, the topic sentence / main sentence in a paragraph, a causal relationship, and reading analysis.

In the context of learning reading comprehension, the material is quite complex. There are many types of texts that need to be understood by students. After reading the text, they still deal with comprehension, questions, vocabulary, references and others. When reading, students also carry out reading comprehension activities which can be classified into literal and inferential comprehension.

In literal comprehension, students are asked to look for information and ideas clearly stated in the text. Literal reading comprehension involves ideas and facts that are immediately stated on the printed page. That way students can get information directly from the text such as finding main ideas, supporting details, recognizing and remembering facts, describing, summarizing, and categorizing. This is in line with Brassel and Rasinki's (2008: 17) state that in literal comprehension, the reader is required to have the capability to retell and recall the information in the text presented.

Meanwhile, students' inferential comprehension must think about the reading text then draw conclusions. So, the reader must be able to read the implied meaning and make conclusions about things that are not directly contained in the text.

Reading strategies can help students gain comprehension to understand the text given and to find out the meaning that the writer did not mention. In order to achieve success in the teaching process, strategy for the teacher is one of the important elements. There is a strategy that the teacher can use to teach reading, such as THIEVES, which will contribute to the learning process for students. As McAndrews suggests, when surveying passages from textbooks or other nonfiction textbooks, strategies are useful for providing context information and organizational structure for texts. (McAndrews, 2008). Manz (2009) notes that before entering the textbook section, THIEVES is an acronym that assists students in reading all the required pre-read texts: Title, Heading, Introduction, Every first sentence, Vocabulary, Ending and Summary.

Analyzing a text requires a critical understanding of the text to interpret it. The acronym THIEVES is used by students as a guide in finding information that they read from the text. Thus, THIEVES is useful in helping students comprehend the text.

There have been several studies on the effects of the THIEVES strategy especially for certain types of text. Therefore, this study emphasizes on the role of THIEVES as a strategy for the activation of students' reading comprehension. In a study (Khataee, 2009) stated in his study that the THIEVES strategy can help students overcome their understanding problems. (Della, 2019) in her research showed that learning reading comprehension using the THIEVES strategy can improve students' abilities. Meanwhile (Indrawati, 2019) in her research obtained the results that students who have been taught use the THIEVES strategy obtained far better outcomes and could improve their ability to read comprehension. In addition, Gear says the strategy of THIEVES is useful in trying to decide what is relevant in the text area of the information. This description emphasizes that THIEVES make it much easier to read. Students found it after reading the main body of the text, the most helpful information they need about the text can be easily found by students, so they learn how to be a THIEVES. (Gear: 2008). It may, therefore, be inferred that the use of THIEVES is useful in comprehend the texts.

There are some advantages of THIEVES Strategy, Gusvianti (2012) first, students will find it easier in the learning process and find knowledge from the text. Second, even before the text is read, it is a way of making students develop comprehensive knowledge of the text. Then, based on previous knowledge and the hints in the text, it will help students make connections and predictions. And lastly, this approach is very helpful in enhancing the interpretation of what learners read. In that before reading, the main ideas and text information are known by students so that they can contribute to the learning process for learners.

Besides to learning strategies, teachers can also use learning models that are more attractive to students. For example E-Learning. In this era, gadgets and the internet are a necessity for everyone in carrying out their activities every day. Most students are familiar with the internet and gadgets, such as laptops and smart phones. Almost all students have it all and they often use it to access internet services. For example, sharing information about work in school or looking for learning materials to increase knowledge. Thus, the advancement of information and communication technologies is also affecting Indonesia's educational world. Hameed et al (2008: 3) also add that material in online learning can be accessed as often as possible if something is forgotten.

The expansion of this technology it's also possible to use by researchers to undertake study with online learning models during the Covid-19 pandemic. Because during the Covid-19 pandemic there were limitations to conventional (face-to-face) learning with students.

The difference between this research and previous studies is the kind of text and the learning model used. In previous studies, the type of text used was long text or articles. However, in this research, the researcher used a short and simple type of text. In addition, what distinguishes this research from previous research is the learning model used. Because in this study, researchers used an online learning model.

Based on the preceding description, the investigator attempted to conduct research on the effects of the THIEVES strategy on students' reading comprehension through an online learning model. The objective of this study is to measure the efficiency of THIEVES Strategy on the reading comprehension achievement of the students.

METHOD

Design

This research was performed quantitatively in an experimental design. The cause variable is manipulated and monitored by experimental research then the alteration of the effect variable is observed. (Latief, 2017). In this study, a pre-experimental design was used. In this study the experimental design used One-Group Pretest-Posttest. This research is carried out without a control group, and a pretest is administered to the population before the experimental procedure. The posttest is administered after the treatment is finished to see the accomplishment. The efficiency of the instructional treatment be measured by comparing the mean score of the pretest and the posttest.

The aim of this study was to investigate the effect of the THIEVES strategy on the achievement of reading comprehension in Junior High School students of the seventh grade. The aim of this study is to find differences between the achievement of reading comprehension by students before and after being taught using the THIEVES strategy.

The comparison of pretest and posttest scores was used to assess the differences that occurred due to the application of the experimental procedure. The investigator needed to know the feasibility of using the THIEVES strategy in teaching reading comprehension through experimental study to the students' reading achievement. The effect is measured by delivering a particular treatment. The effectiveness would be recognized after recognizing the significant differences between the students who are taught before and after using the THIEVES strategy.

Subject

The subjects in this research were junior high school students in seventh grade, in this study only carried out in one class. In this study, researcher used one class from the seventh grade as the research sample consisting of 20 students.

Treatment

Implementation of treatment in the experimental class at the first meeting, the researcher explained the descriptive text as the material. Then, the researcher provides students with an introduction to the descriptive text and attempts to enable their prior knowledge relevant to the topics. After that, the researcher explained about the acronym of the THIEVES. Researcher asked students questions to direct them through the reading of the text. To make it easier for students, the researchers provided a THIEVES worksheet in which the THIEVES worksheet contained THIEVES elements, they are (Title, Heading, Introduction, Every first sentence of each paragraph, Vocabulary, Ending, Summary). The acronym THIEVES serves as a student guide to make it easier to find and understand the information being sought.

The researcher explained to the students that they may not find all THIEVES elements in every text they read, so students can skip THIEVES elements that are not found in the text. So that students only use some THIEVES elements based on the text they read. After the elements are identified, then configure these elements to describe what information can be gathered from these elements based on the text. So that students can find out the purpose of reading and find information from the aspects of reading comprehension, including: main ideas, expressions and phrases in context, implied details, supporting ideas, contextual vocabulary, and a conclusion. The researcher performed the same teaching activities for students at the next meeting as the researcher did at the first meeting. The variance between each meeting lies in the topics presented.

Instrument

The researcher used the test as a instrument in this research, so the researcher conducted a series of tests: Pretest and Posttest. Here, Pretest was administered before doing an experimental study, and posttest was administered after doing the treatment or after teaching reading comprehension using the THIEVES strategy.

In this test, students are given a reading test to measure their reading achievement. In addition, tests were also used to obtain data on students' reading scores. In this study, students' reading comprehension was related to finding literal and inferential information. Students must answer several questions about identifying literal and inferential information. Then through the test it can show students' ability to read comprehension. The test given to students takes the form of multiple choice consisting of 20 item questions that must be answered by the student. The items on the test are based on syllabus indicators that form the validity of the content. The test material refers to the 2013 curriculum for junior high schools. The items of test covered basic competence that is about reading descriptive text. So that the tests used are accurate and in accordance with the material in the syllabus.

Data Collection Technique

To respond the research question, the researchers gave a pretest before students learn by using the THIEVES strategy. Then, after the students learn using the THIEVES strategy, the researcher provided a posttest. Then the pretest scores are evaluated by comparing the posttest scores.

Data Analysis Technique

Researcher used paired sample t-tests in this analysis to evaluate the pretest and posttest score results. Because in this study, the researcher investigated whether there was a substantial difference between the mean scores of students from the pretest and posttest after being taught using the THIEVES strategy.

Researchers used paired sample t-tests via the SPSS software in this analysis. Paired sample t-test aims to know if two interconnected samples have an average difference. In the paired sample t-test, guidance for decision making is as follows:

1) Based on sig. SPSS output results.

If the sig. (2-tailed) < 0.05 it means H₀ is rejected and H_a is accepted

If the sig. (2-tailed) > 0.05 it means H₀ is accepted and H_a is ignored.

RESULTS AND DISCUSSION

RESULT

To assess the student's enhancement of reading comprehension using the THIEVES strategy, the pretest and posttest were administered. Then the examiner obtained the lowest score on the pretest was 40 and the highest was 70. While at the posttest, the researcher got the lowest score was 50 and the highest was 80.

Table 1. The Description of the Mean Score

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre test	55.50	20	9.720	2.173
	post test	68.25	20	10.166	2.273

Focused on the above-mentioned paired sample statistics, the mean score of pretest was 55.50, the standard deviation was 9,720. Then, the standard error mean was 2.173. Besides, the mean score of posttest was 68.25, the standard deviation was 10.166, and the standard error mean was 2.273.

Table 2. Paired Sample Correlation

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pre test & post test	20	.888	.000

The paired sample correlation above presented that the pretest and posttest correlation was .888 and the probability score or significant output was .000.

Table 3. Paired Sample Test
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre test - post test	-12.750	4.723	1.056	-14.960	-10.540	-12.074	19	.000

Information on the t value 12.074 was provided from the 'Paired Sample Test' output. Focused on the output table "Paired Sample Test" above, the sig. (2-tailed) is known to be $0,000 < 0.05$, then H_0 is ignored and H_a is accepted.

From these findings, it can be stated that after they're taught using the THIEVES strategy, there is a significant difference in the reading comprehension of students compared to before they're taught using the THIEVES strategy.

DISCUSSION

Interpretation of the Outcomes of Research Data Analysis

Centered on the acquired data, student learning achievement increased. This can be known from the mean score of posttest, which is better than the mean score of pretest. Previously, the researchers analyzed the initial data which was carried out through the normality test. In normality test it is known that sig. for pre-test 0.177 and sig. for post-test 0.528. Because the sig. of pretest and posttest > 0.05 it means that the data is normally distributed.

In addition, the results presented that the mean score of pretest was 55.50 and the mean score of posttest was 68.25. This suggests that there is a significant different between the pretest and the posttest scores after they were taught using the THIEVES Strategy. While testing the hypothesis using the Paired Sample t-test shows t value is 12.074 and sig. is known (2-tailed) is 0.000. Because the sig value < 0.05 then H_0 is ignored and H_a is accepted.

In this study, the effectiveness of the THIEVES Strategy in terms of aspects of student learning outcomes. Learning outcomes are a description of the level of student mastery in reading comprehension that is seen in the score obtained from the learning achievement test. In this case, the THIEVES strategy is said to be effective if students achieve an increase in classical learning outcomes. In reading comprehension, the THIEVES Strategy is very effective to use because student will get a better understanding of the material being learned. In addition, THIEVES Strategy is a reading strategy to broaden students' knowledge when they read a text. This strategy is easier to analyze main ideas, supporting details, and the contents of the text. This strategy is

very effective in increasing student understanding and it can support students' interest in reading.

The Interpretation on the Results of Data Analysis Related to the Earlier Theories.

Based on research findings, The THIEVES strategy is either the appropriate strategy to be implemented to teach reading comprehension. This can be realized from the research findings that have a significant effect on reading comprehension of seventh grade junior high school students. Students have increased achievement in reading comprehension after being given a treatment by using THIEVES Strategy. Students can understand the text and identify: main idea, supporting details, vocabulary, phrase, and conclusion. Brown (2004: 206) there are some indicators generally used to assess the ability of students to reading comprehension, such as: main idea (topic), Contextual phrases/idioms/sentences, implicit information, grammatical characteristics, detail, excluding non-written details, supporting ideas, contextual vocabulary.

Based on the application of the THIEVES strategy given to students during treatment, this strategy will make it simpler for learners to understand the text. This can be known from the teaching and learning process. (Khataee, 2019) revealed that the THIEVES strategy is useful in understanding texts. THIEVES Strategy is one strategy to activate his background knowledge. Cahyono, BY & Widiati, U (2006) before reading, they activate their prior knowledge and set reading purposes. (Anderson, 2003) It stated that the background knowledge of a reader can affect reading comprehension.

Gusvianti (2012:220) stated that the Strategy can assist students to gain a Deep comprehension of the text and thinking critically of the given text and to find out the meaning that was not written by the author. THIEVES is a strategy for pre-reading that uses simply remembered acronyms to set the intention for reading. The acronym of THIEVES serves as a student guide to make it easier to find and comprehend the information in the text. So, this strategy could encourage them to easily understand the text.

As long as the researcher applies this strategy in teaching reading comprehension, the researcher found the strengths and weaknesses on it. Based on the application of the strategy can help students understand the text. They can use the acronym THIEVES as a guide in finding the information contained in the text they read. In addition, this strategy can assist the teachers to facilitate the learning process of reading comprehension. While the weakness is this strategy makes students confused at the beginning of the first meeting. Students are confused to identify all THIEVES elements contained in the reading text, because the text they get is a simple type of text that probably not all THIEVES elements are in it. But the researcher then explained

to the students that students might not find all THIEVES elements. So that students can skip THIEVES elements that they don't find in the text.

The researcher applied the THIEVES Strategy in three meetings using descriptive text as an instrument. The researcher applied the THIEVES Strategy through the online learning model because it had limitations to conduct research directly during the Covid 19 pandemic so that learning was carried out individually by students because they had limitations to conduct group discussions. The researcher suggests the next researcher to investigate THIEVES strategy with other learning models in the reading class and try other types of text as an instrument.

Based on research and discussion outcomes. THIEVES Strategy it will make it simpler for learners to understand the text. This can also be stated that the implementation of the THIEVES strategy in teaching reading has a beneficial influence on the reading abilities of students. This is shown from the data analysis findings that there is a significant different in using the THIEVES strategy before and after. In other words, in order to increase the reading scores of seventh grade Junior High School students, the THIEVES Strategy is successful.

CONCLUSION

Centered on the results of statistical analysis, the authors conclude that:

1. The implementation of the THIEVES strategy for junior high school students It is very successful in improving the reading comprehension of students. Because in this strategy there is an acronym THIEVES (Title, Heading, Introduction, Every First Sentence, Vocabulary, Ending, Summary) which can guide students in finding information from a text.
2. In review of statistics, There is a significant different in the comprehension of students' reading between after and before taught using the THIEVES strategy. The research hypothesis is clearly accepted and the null hypothesis is ignored. It can be viewed that the mean score of posttest is better than the pretest. In conclusion, after students were taught with the THIEVES strategy, they achieved better reading comprehension and could improve their reading comprehension skills.

As a research that has been carried out in an educational environment, the conclusions drawn certainly have implications in the field of education and also further research, in connection with this, as follows, the consequences are:

The findings of the study on the effects of THIEVES strategies on the comprehension of teaching reading indicate that the THIEVES strategy also has a positive effect on the success of reading comprehension by students.

Based on the outcome of the above study, it provides a meaningful contribution to teachers when teaching reading. Teachers can use this strategy to teach reading comprehension classes.

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