

TEACHING READING RECOUNT TEXT BY USING THIEVES STRATEGY

By:

Fitri Novia

*English Language Education Study Program at FKIP Islamic University of Ogan
Komerang Ilir Kayuagung, South Sumatera
novia_f@uniski.ac.id.*

RatnaNery

*English Language Education Study Program at FKIP Islamic University of Ogan
Komerang Ilir Kayuagung, South Sumatera
ratna_nery11@uniski.ac.id*

Abstract: The purpose of the study was to find out whether or not there was a significant difference in reading comprehension between the students who were taught by using THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) strategy and that of those who were not. The quasi-experimental method was used to conduct the research. The population of the study was all of the eighth-grade students of SMPN 2 Teluk Gelam. In this study, the purposive sampling method was used. The total numbers of the samples were 62 students. The instrument of this research was 30 questions about recount text in the form of multiple-choice test. To analyze the data, t-test was used. Based on the result of independent sample t-test, the value of $t_{obtained}$ was 3.718 at significance level $p < 0.05$ in two-tailed testing and $df = 60$, the critical value of t_{table} was 2.0003. Since the value of $t_{obtained}$ (3.718) was higher than t_{table} (2.0003) and p_{value} (0.000) was less than α_{value} 0.05, it meant that there was a significant difference in reading comprehension between the students who were taught using THIEVES strategy and that of those who were not. Hence, THIEVES strategy could improve the eighth-grade students' reading skill at SMP Negeri 2 Teluk Gelam.

Keywords: Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary Strategy, reading recount text

INTRODUCTION

Reading is a tool to increase knowledge and information. According to Putri (2013, p. 2), reading as a tool for the students to get a comprehension about what they

have read and helps the students to refresh their ideas. Zamani and Dastjerdi (2017, p.45) also add that the ability to read means extracting the information from the text and link with the information they

already have. Therefore, the students can do reading activities in order to gain information and knowledge and read for enjoyment to refresh their ideas.

Futhermore, reading is important since it is as a window to get ideas and information. For students, learning English as a Foreign Language (EFL), skill in reading is evidently one of the most important skills to be acquired (Yea-Ru and Chun-Yen, 2018, p.129). Chahardeh and Khosarani (2017, p.19) also clarify that reading is important for acquiring knowledge and information. Hence, students can increase information, knowledge, and vocabulary through reading.

However, there are some problems in teaching reading. Suryanto (2017, p.204) identifies that students in Indonesia are relatively

passive in learning, has practiced inadequate reading strategies, and achieve low attainment in English learning. In addition, Wyse and Jones (2008, p.93) state that some problems in teaching reading. Firstly, the students do not have the capability of reading English text because they have a lack of motivation and vocabulary. Secondly, the students were difficult to determine the main idea, topic and generic structure in each genre. Thirdly, the teachers' common strategy that is used by the teacher sometimes is not interesting. Hager et.al (2005, p. 29) also explain that students have lack of reading comprehension because they can read aloud with little or no difficulty to pronounce words, but they do not understand or remember what they have read.

Moreover, one of the text should be learned is recount text. According to Helmi (2012, p. 26), a recount is a kind of types of text that retells the past event which purpose is to inform or entertain the reader. Rojas (2010, p. 10) also states that the purpose of a recount text is to describe past experiences by retelling events in the order in which they happened (chronological order).

Unfortunately, many students get difficult in reading recount text. According to Resmi, Wijaya, and Suhartono (2008, p. 2), students have three problems in recount text. First, the students had poor in vocabulary. Second, the students lack the ability to guess the meaning from the context. Third, the students are difficult to understand reading components such as specific information (supporting details),

main idea, and inference in recount text.

Based on the problem above, the teacher should be creative and attractive to make students understand more about reading. There are so many strategies that can be used by the teacher to solve student problem in reading. One of them is THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) strategy. According to Benedict (2012, p. 1), THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) is a reading strategy to build extensive knowledge of the students when reading a text. This strategy is to analyze the main idea and supporting detail from the text. THIEVES (Title, Heading, Introduction, Every first sentence,

Visual, End of paragraph, Summary) strategy is helpful for trying to determine what is important in a place of information text. THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) makes the reading that much easier (Zwiers, 2004, p. 1). After reading the main body of the text, they are easy to find the most important information that they need about the text because they know how to be a THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) strategy.

According to Manz (2002, p. 434-435), THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) is a pre-reading strategy that sets the purpose for reading using an easily remembered acronym. The students

learn how to steal information from the title, headings, introduction, every first sentence, visual or vocabulary, ending, and summary. This strategy not only can be used by the teacher in teaching reading as a simple in procedure but also can help the students comprehend the reading text actively.

Based on the explanation above, the objective of the study was to find out whether or not there was a significant difference in reading comprehension between the students who were taught by using THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) strategy and that of those who were not.

METHODOLOGY

The method of this study used quasi-experimental design. Purposive

sampling technique was used to select the samples. The criteria of the samples were classes have some criteria such as were taught by the same English teacher and at the same grade. They were 62 students from classes VIII.A and VIII.B of SMP Negeri 2 Teluk Gelam as the samples of this study. To collect the data, written test in the form of multiple choice which consisted 30 questions was used. To analyze the data, t-test was used.

RESULTS AND DISCUSSION

Based on the result of paired sample t-test in the experimental group, it was found that the mean score in the pretest was 54.61 and the mean score in the posttest was 57.06. Based on the result of the pretest and posttest, it was found that the mean difference was 2.45. It meant that

there was progress in reading skill in the experimental group after having been taught using THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) strategy. By using THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) strategy, students' reading skill increased because THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) strategy made the students find out important information that they needed about the text easily. It was because the students learned how to get information from the title, headings, introduction, every first sentence, visual or vocabulary, ending, and summary. As a result, they could find the information needed and comprehended the text

by answering the questions stated in the text.

Moreover, based on the result of paired sample t-test in the control group, it was found that the mean score in the pretest was 35.68 and the mean score in the posttest was 48.06. Based on the result of the pretest and posttest, it was found that the mean difference was 12.38. It meant that there was progress in reading skill in the control group after having been taught using explanation. It was happened because the students were active during the learning process. They consulted a dictionary and asked questions to the teacher while they found new vocabulary. Therefore, they could understand the content of the reading text.

Based on the result of independent sample t-test, the value of $t_{obtained}$ was 3.71 at significance

level of $p < 0.05$ in two-tailed testing and $df = 60$, the critical value of t_{table} was 2.00. Since the value of $t_{obtained}$ (3.718) was higher than t_{table} (2.00) and p_{value} (0.00) was less than α_{value} 0.05. From the result, it could be concluded that there was a significant difference in reading comprehension between the students who were taught using THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) strategy and that of those who were not. By using THIEVES strategy, students could use the prior knowledge to understand the content of recount text. This strategy helped students to analyze the main idea and supporting detail from the text.

Furthermore, THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph,

Summary) strategy was very helpful to enlarge students' vocabulary since they identified all pictures, charts, tables, maps, and graphs contained in the chapter and vocabulary as the keywords. The students could get important information from the text while doing end-of-chapter questions and summary as the stages of THIEVES strategy. The result of this study was in lined with the research conducted by Manz (2002, p.434-435) who stated that by using THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) strategy not only guided the students to build extensive knowledge of the students when reading a tex but also helped the students to determine what was important in a place of information recount text especially in students' reading comprehension. In

short, THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) strategy helped students to increase their reading comprehension in recount text.

CONCLUSION

Based on the result, it could be concluded that there was a significant difference in reading comprehension between the students who were taught using THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) strategy and that of those who were not.

In short, THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of paragraph, Summary) strategy could improve the eighth-grade students' reading skill at SMP Negeri 2 Teluk Gelam.

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