

**AN UNDERGRADUATE THESIS**

**THE USE OF *TITLE, HEADING, INTRODUCTION, EVERY FIRST SENTENCE, VISUAL, ENDING, AND SUMMARY (THIEVES)* STRATEGY TO IMPROVE READING COMPREHENSION ABILITY AT THE EIGHTH GRADERS OF SMP N 2 WAY JEPARA**

**BY :**

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**English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H/ 2020 M**

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Presented as a Partial Fulfillment of the Requirements  
For The Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

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**1441 H / 2020 M**



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To:  
The Honorable of the Dean of Faculty of  
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*Assalamu'alaikum Wr.Wb.*

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr.Wb.*

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Sudah kami setuju dan dapat dimunasaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr.Wb.*

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**APPROVAL PAGE**

Title : THE USE OF *TITLE, HEADING, INTRODUCTION, EVERY FIRST SENTENCE, VISUAL, ENDING, AND SUMMARY (THIEVES)* STRATEGY TO IMPROVE READING COMPREHENSION ABILITY AT THE EIGHTH GRADERS OF SMP N 2 WAY JEPARA

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**RATIFICATION PAGE**

No. B-0357/10.28.1/D/PP.00.9/01/2020

An Undergraduate thesis entitled: *THE USE OF TITLE, HEADING, INTRODUCTION, EVERY FIRST SENTENCE, VISUAL, ENDING, AND SUMMARY (THIEVES) STRATEGY TO IMPROVE READING COMPREHENSION ABILITY AT THE EIGHTH GRADERS OF SMP N 2 WAY JEPARA*, written by Luthfika Rahmadini Arifin, student number 1501070187, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 22<sup>th</sup> January 2019 at 15.30 – 17.00 pm.

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**THE USE OF *TITLE, HEADING, INTRODUCTION, EVERY FIRST SENTENCE, VISUAL, ENDING, AND SUMMARY (THIEVES)* STRATEGY TO IMPROVE READING COMPREHENSION ABILITY AT THE EIGHTH GRADERS OF SMP N 2 WAY JEPARA**

**ABSTRACT**

**By:**  
**LUTHFIKA RAHMADINI ARIFIN**

The purposes of this research are to find out THIEVES strategy can improve reading comprehension ability at the eighth graders of SMP N 2 Way Jepara and to know what extend the THIEVES strategy could help the students' learning process. Pre-test is used to know the students in understand reading text and post-test to know the result of the students ability in reading text after giving the treatment that was the use of THIEVES strategy in reading descriptive text.

The researcher had outlined the problem in this research that focused on reading comprehension skill. It is relate on the problem identification that the students do not understand about the passage and they do not interest in reading material.

In this research, the researcher conducts classroom action reserarch (CAR) which is done two cycles. Each cycle consist of planning, acting, observing, dan reflecting. The subject of this research is 34 in VIII class of SMP N 2 Way jepara. In collecting data, the researcher used test (pre-test, post-test I, and post-test II), observation and documentation. The research is conducted collaboratively with an English teacher of SMP N 2 Way Jepara.

The result of this result shows that THIEVES strategy can be used as a strategy to improve students reading comprehension ability especially in descriptive text, it proved by the average score result of pre-test and post-test. The average score at pre-test is 63, then at post-test I the average score is 68, and the acerage score at post-test II is 76. Based the result above, it can be seen that there were improvement average score from the pre-test, post-test I and post-test II.

**Key words:** *THIEVES strategy, Reading comprehension ability, Classroom action research*

**PENGGUNAAN JUDUL, BAGIAN ATAS, PENDAHULUAN, SETIAP  
KALIMAT PERTAMA, GAMBAR, BAGIAN AKHIR, DAN KESIMPULAN  
(THIEVES) STRATEGI UNTUK MENINGKATKAN KEMAMPUAN  
PEMAHAMAN MEMBACA DI KELAS DELAPAN  
SMP N 2 WAY JEPARA**

**ABSTRAK**

**Oleh:**

**LUTHFIKA RAHMADINI ARIFIN**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan strategi THIEVES dalam membaca teks dapat meningkatkan kemampuan pemahaman membaca pada siswa kelas delapan SMP N 2 Way Jepara dan untuk mengetahui sejauh mana strategi THIEVES dapat membantu proses belajar siswa. Pre-test digunakan untuk mengetahui kemampuan siswa dalam memahami bacaan teks dan post-test untuk mengetahui hasil dari kemampuan siswa dalam membaca teks setelah diberikan treatment (perlakuan) yaitu berupa penggunaan strategi THIEVES dalam membaca teks deskriptif.

Peneliti menggaris bawahi bahwa masalah pada penelitian ini difokuskan pada kemampuan pemahaman membaca. Terkait pada identifikasi masalah yaitu tidak memahami pesan yang ada di dalam teks, dan mereka tidak tertarik dengan materi bacaan.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 34 siswa kelas delapan SMP N 2 Way Jepara. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test I dan post-test II), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris SMP N 2 Way Jepara.

Hasil dari penelitian ini menunjukkan bahwa strategi THIEVES dapat digunakan sebagai strategi untuk meningkatkan kemampuan pemahaman membaca siswa khususnya dalam teks deskriptif, ini dibuktikan dengan rata-rata nilai hasil pre-test dan post-test. Rata-rata nilai pre-test adalah 63, kemudian post-test I rata-rata nilainya adalah 68, dan rata-rata nilai pada post-test II adalah 76. Berdasarkan hasil di atas, dapat dilihat bahwa terdapat peningkatan nilai rata-rata dari pre-test, post-test I dan post-test II.

**Kata-kata kunci:** *THIEVES strategi, kemampuan pemahaman membaca, penelitian tindakan kelas*



## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originality the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, January 2020

The writer



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Menyataka bahwa sekripsi ini secara keseluruhan adalah asli hasil dari penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2020

Penulis,



**Luthfika Rahmadini Arifin**  
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## MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُفْلِحُونَ

*“O you who believe! Endure, outdo all others in endurance, be ready, and observe your duty to Allah, in order that ye may succeed”. (Ali-Imran: 200)*

## **DEDICATION PAGE**

The undergraduate thesis would dedicate to the:

1. My beloved parents Mr.Jainal Arifin and Mrs.Waspari Kadarsih, S.Pd who always pray and support to be efficacious in my study.
2. My beloved sister Titian Rahmadia Arifin
3. My beloved best friends, Tri Agustina S, Evi Apriyanti, Siti Rohmah Lulu' M, Lutfi Azizah, Ika Fidiatul J for sharing knowledge, cares, motivation, time, supports, laugh and happiness.
4. My beloved friend Raudhotul Islamiyah, and my beloved sister Umi Al'As Khuriyah.
5. My beloved friends in TBI 15, for giving cares and supports.
6. My almamater IAIN Metro.

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In the name of Allah, the most gracious and the most merciful. All praise is Allah almighty, who has given the mercy, direction and guidance to us. The invocation and regard may go to the greatest prophet Muhammad peace is upon him, to his family, his friends as well as to us.

There were many helpful individuals involved in accomplishing this undergraduate thesis that the writer could not mention one by one. The researcher would like to thanks and appreciate to Mr. Dr. Mahrus As'ad, M.Ag as sponsor and Trisna Dinillah Harya, M.Pd as Co-sponsor. Who have constantly given their endorsement, time, and guidance so that the research could finish this undergraduate thesis. The writer also gives his thanks to all family and friends who have given support and spirit.

Finally, the writer hope that this little piece of work can be useful for her and for all the readers and also this paper an contribute soothing to the better of English teaching and learning in general.

Metro, January 2020

The Writer



**LUTHFIKA RAHMADINI ARIFIN**  
St. Number. 1501070187

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is the one of the languages in the world and English is an international language used for communication. The language used by humans to deliver message or idea from one person to another person. In Indonesia, English is as foreign language where English is subject from junior high school until university. There are four skills must be mastered. They are listening, speaking, reading and writing. The four skill mentions are dividing into receptive and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. In the research, the researcher will focus on reading skill.

Reading is a tool for students to get some information from the written text. The reader can be read the text from any media such as book, newspaper, magazine, and library online in internet. According to Harmer reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.<sup>1</sup> It means that reading is a process to find meaning from the word and interpreting any information contained in words. When the readers read the

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<sup>1</sup> Harmer, *How to Teach English*, (England, Person Education Limited,2007) p.99

text, the most important is how the readers can understand what inside in the text, not how they read the text.

Reading cannot be separated from comprehension. That is why there appear a lot of problems dealing with reading comprehension. Many readers find some problem, such as unfamiliar words, their inability in understanding the reading text. Reading is not easy to master it is complex process that requires specialization of the reader. Beside that, the reason why reading comprehension skill felt difficult to be mastered by the students because the strategies or techniques which used in learning process are boring for students.

Meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text. While comprehension is the act of understanding, the ability of the mind to understand. If the readers can read the words, but not understand the meaning of what they are reading, they are not really reading.

In senior high school, to find out the students ability in comprehending reading materials is very difficult because of some factors. One of them is the students lack of vocabulary or they are put in frustrating level. So the students can not understand what they have read. Many students consider English is difficult and not as their own language. So they lose their interest in learning English, especially in reading English text. The students should learn reading effectively in order they can be find the information according a text. But, the students feel bored and lazy when they must read a text, even less answer the

question about the text. They difficulties to answer the question according a text because they do not know how to get information of the text easily and they need much time for understanding a text exactly. If the strategy of the teaching is suitable for the students they will enjoy learning it. Students may have ability to read English reading material, but it does not mean that they can also comprehend reading material.

It means that the reading comprehension ability can make the material more neither easy to understand and it can help teacher guide students toward becoming better readers. Reading make the students able to all do not only focus on one kind of the text. The strategy can help the students in getting a deep understanding to comprehend the text and have to think critically the text given and to figure out the writers unstated meaning.

Then, the next fact is the researcher had done the pra-survey. From the data of pre-survey, the researcher found out the problem of the student English especially in reading comprehension ability. The result can be seen on the following table:

**Table 1**  
**The Pre-Survey Data from the Students Score Reading Comprehension Ability at the eighth graders of SMP N 2 Way Jepara**

No	Grade	Category	Frequency	Percentage (%)
1	$\geq 70$	Passed	9	26 %
2	$< 70$	Failed	25	74 %
<b>Total</b>			<b>34</b>	<b>100 %</b>

*Source: The result data of reading test at the eighth graders of SMP N 2 Way Jepara on April 9<sup>th</sup> 2019.*

Based on the interview result and in the process of pre-survey, the researcher investigated that, some students are still difficult to comprehending

the text. From the table above, the researcher assumed that the reading comprehension ability at the eighth graders students of SMP N 2 Way Jepara is still low. It can be seen from 34 students, there are 25 (74%) who get score  $<70$ . There are 9 (26%) who get score  $\geq 70$ . It means that most of students cannot reach Minimum Mastery Criteria (MMC) yet. There are 9 students to achieve MMC. Meanwhile, there are 25 students who are not able to achieve MMC. It means that total of students who achieve MMC is less than that who are not able to achieve MMC.

In teaching learning , many strategies of teaching can use to help students comprehend the lesson and make the teaching learning-process easier. In order to improve reading comprehension ability the students in learning reading, the teacher should be able to find an interesting strategy. Therefore, the students will be enjoyable in reading. The researcher recommend to use a strategy in reading that is "THIEVES" (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of the text, and Summary) Strategy. THIEVES Strategy is a strategy that helps students go through all the necessary pre-reading steps before diving into a textbook chapter, Students learn how to "steal" information from the title, headings, introduction, every first sentence, visual/vocabulary, end of the text and summary. In this strategy the students easier to find out information from the text. In this strategy the student give the opportunity to find out the information before they read until they get motivation in learning english especially in reading.



The THIEVES strategy makes students think critically about the text being studied so that one text has a different perspective from each student. By the THIEVES strategy, the students can explore their critical thinking, ideas and should do some phases, reading, predicting, clarifying, questioning, summarizing and discussing about what they are reading to enhance their comprehension about the text. This strategy uses an explanation text to help the teacher in teaching reading.

### **B. Problem Identification**

Based on the background of the problem above, the researcher identifies the problem as follows:

1. The students have difficulties in comprehending the text.
2. The students' vocabulary mastery is very low, so they get difficulties to know the meaning from the text.
3. The students have low motivation to learn English especially in reading.

### **C. Problem Limitation**

Concerning the background of the study and problem identification above, the researcher takes the problem limitation on this research. The research will be focused on the students of the eighth graders of SMP N 2 Way Jepara.

### **D. Problem Formulation**

Based on the background of study and problem identification above, the problem formulation in this research is "Can the use of THIEVES strategy improve students' reading comprehension ability at the eighth graders of SMP N 2 Way Jepara?"

## **E. Objective and Benefit of The Study**

### **1. Objective of the Study**

The objectives of the study is to know whether the using the THIEVES strategy can improve students reading comprehension ability and their activity learning.

### **2. Benefit of the study are:**

The benefit of this study was expected:

#### **a. For the Teacher of English**

Hopefully it could help the teacher of English in Junior High School in teaching text to improve their reading comprehension ability use the THIEVES strategy

#### **b. For the Students**

It would be useful for the students to improve their reading comprehension ability in learning process.

#### **c. For the Other Researchers**

Hopefully, it would give a little information about the THIEVES strategy and this strategy can improve the reading comprehension ability for the students as the other researcher further research in the future time in making consideration.

## **F. Prior Research**

There are many researchers that had done research about THIEVES strategy. One of researcher by Dina Gusvianti who conducted a research and entitled “Using THIEVES Strategy to Increase Students Reading Comprehension at Junior High School”. She basically focused on

the using of this technique, especially how the students could solve their problems in reading activities by using this technique. The result showed that the THIEVES technique was effective used in teaching reading descriptive text comprehension.<sup>2</sup>

The second researcher was conducted by Rizki Ananda which entitled “The Effectiveness of Using Thieves Strategy in Teaching Reading of Recount Text at the Eighth Grade Students of SMP Negeri 23 Semarang in the Academic Year of 2015/2016)”. The result that thieves technique had effect to improve students’ reading comprehension than teaching reading comprehension in descriptive text without thieves technique.<sup>3</sup>

The third research by Mutia Fatmalia and Handry Pradana Putra with they endtitle “Teaching Reading By Combining Thieves Strategy And Rule-Based Summary Strategy For Xii Grade Students Of Senior High School”. The writers focuses on the combining of teaching strategies to teach reading for senior high school. Students can be increased reading comprehension in explanation text. Furthermore, students can read well and they will be feeling more interested and more motivated. These

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<sup>2</sup> 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)

<sup>3</sup> Rizki Ananda, *The Effectiveness of Using Thieves Strategy in Teaching Reading of Recount Text at the Eighth Grade Students of SMP Negeri 23 Semarang in the Academic Year of 2015/2016*. 2015

strategies can be applied in classroom in order to make learning process efficient and effective.<sup>4</sup>

Based on the three prior researches above, in this research the researcher continued the research and focused to apply THIEVES Strategy to improve the reading comprehension ability. This research was conducted in SMP N 2 Way Jepara. The researcher used the classroom Action Research. In this research the researcher used some instrument of research such as observation and documentation and fieldnote. Therefore, the researcher conducted a reserach entitled “The use of *title, heading, introduction, every first sentence, visual, ending, and summary* (THIEVES) strategy to improve students reading comprehension ability at the eighth graders of SMP N 2 Way Jepara”.

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<sup>4</sup> Mutia Fatmalia and Handry Pradana Putra, *Teaching Reading By Combining Thieves Strategy And Rule-Based Summary Strategy For Xii Grade Students Of Senior High School*. 2008

## CHAPTER II

### REVIEW OF RELATED THEORY

#### A. The Concept of Reading Comprehension Ability

##### 1. The Definition of Reading Comprehension Ability

The word ability in Oxford Advanced Learners Dictionary can be defined as to do something the fact that somebody/something is able to do something and a level of skill or intelligence.<sup>5</sup> Therefore, ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed. The word ability means the mental or physical capacity, power or skill required to do something. Based on the definition above, the researcher can conclude that ability is a talent or skill which is owned by a person to do activities in her or his life.

Comprehension is the center reading.<sup>6</sup> According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to

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<sup>5</sup> A. S, Homby, *Oxford Advanced learner`s Dictionary*, (New York, Oxford University Press, 2010), p.2

<sup>6</sup> Karen Tankersley, *Threads of Reading : Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data, 2003), p.23

meaning and finally connect these words into idea units.<sup>7</sup> It means that ability of somebody to make sense of the context on what he or she reads or hears.

Meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text. Comprehension is also a constructive process in which student creates meaning based on their background knowledge.<sup>8</sup>

Nunan states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. The act of reading combines a text, reader, fluency, and strategies.<sup>9</sup>

Reading is one of the basic skills in language that everyone should have. Reading is one of the key skills in language learning. Reading is the key of knowledge because the biggest source of knowledge are in written form. Reading means to understand the meaning of printed words i.e written symbols.<sup>10</sup> It means that reading is to find out the messenger or information that the writer put into the text as efficient as possible.

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<sup>7</sup> Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: the Guild press, 2008), p.5

<sup>8</sup> Thomas Gunning. *Reading Comprehension Boosters*, (USA: Jossey-Bass,2010), p. 1

<sup>9</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p.68

<sup>10</sup> M.F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur: Sunrise Publisher & Distributors, 2008), p. 113.

According to Richard and Julian, reading is the construction of meaning from a printed or written passage.<sup>11</sup> It means that when the readers read the text, the most important is how the readers can understand what inside in the text, not how they read the text and how the reader can get information of the text.

Anthony and H. Pearson assume that reading is the process of constructing meaning through the dynamic interaction among the readers existing knowledge, the information suggested by the written language, and the context of the reading situation.<sup>12</sup>

According to Elizabeth, Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound<sup>13</sup>. It mean that reading is essentially a complex that involves many things. It is not only recite the text, but also involves a visual activity, thinking, psycholinguistics, and metacognitive.

From the explanantion above the researcher concludes that reading comprehension ability is the ability to understand what has been read. Reading comprehension is a way to understanding or comprehend of the text that includes not only word reading, world knowledge or fluently, but by reading comprehension we can get information and wide insight from the text.

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<sup>11</sup> Jack C. Richard & Julian Bamford, *Extensive Reading in the Second Language Classroom*, (Edinburgh: Cambridge Language Education, 2010) p.12.

<sup>12</sup> Thomas S. C. Farrel, *A Strategic Approach to Teaching Reading*,(Singapore:National Institute of Education,2002),P.137

<sup>13</sup> M.E.S Elizabeth, *Methods of Teaching English* (India: Discovery Publishing House, 2012), p. 278

## 2. The Ability of Reading Comprehension

According to Richard and Jeong-suk Park, the ability of reading comprehension.<sup>14</sup>

### 1) Ability in Literal Comprehension

*Literal Comprehension* refers to an appreciation of the direct meaning of the text, namely facts, vocabulary, dates, times, and locations. The learner can answer the question of the text directly and explicitly. Teacher usually check on literal comprehension first to make sure that the basic or surface meaning of the text has been understood by students.

### 2) Ability in Reorganization Comprehension

*Reorganization Comprehension* is derived from a literal understanding of the text students must use information from assorted components of the text and bundle for gaining a deep understanding.

### 3) Making in Inferences

Making *inferences* concern more than a literal understanding. Initially the students have a trouble time to answer inference question that the answers are based on material that is in the text implicitly. An inference includes students to combine their literal comprehending of the text with their own knowledge and intuitions.

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<sup>14</sup> Richard R. Day and Jeong-suk Park, *Developing Reading Comprehension Questions*, (Cambridge: Cambridge University Press), Vol.16, p. 62-64



#### 4) Making in Prediction

*Prediction* concern students using both their understanding and their own knowledge of the passage and connected substances in a systematic to decide on what might happen next or after a story ends.

#### 5) Making in Evaluation

*Evaluation* refers to the learner to give a whole or comprehensive assesment about some points of view of the text. Reading comprehension is the ability to understand the meaning of a text, and reading assesment is the evalution of an individuals ability to understand text.

#### 6) Making in Personal Response

*Personal responses* requires readers to respond with their feelings for the text and subject. There is no incorrect response of personal, they are implicit, but they must connect to content of the text and invert a literal comprehends of the material.

### 3. Teaching Reading in Grade VIII Junior High School

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>15</sup> It means that, teaching is the process of teaching learning that in the activity, the learners can get many information. In teaching process the teacher must facilitate and make the learners fell comfortable in the learning.

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<sup>15</sup> H. Brown Douglas, *Principles of Language Learning and Teaching*, (New York: Pearson Education,2000),p.7

Teaching reading is useful for other purposes. Any exposure to English (provided students understand it more or less) is a good thing for English students.<sup>16</sup> In other words, teaching reading activity is very important for the students. In teaching reading, this teaching can make the students understand for what they read and how to read in the text.

Teaching reading in grade VIII Junior high school in Indonesia should follow the basic competence and standard competence that are issued by the Indonesian country. Those competences are written based on curriculum which is applied in the particular school.

In SMP N 2 Way Jepara, the curriculum that is used is called *Kurikulum K13* or school based curriculum. Therefore, a school has right to formulate the material that is suitable with the condition in the school according to the guidance of the standard competence and the basic competence.

The standards for reading in English based on curriculum K13 for grade eight students of the second semester are shown on the table below.

**Table 2:**  
**Standard of Competence and Basic Competencies of Reading**

<b>Standard Competence</b>	<b>Basic Competence</b>
To understand meaning in short simple essay in the form of descriptive text for interaction within immediate environment.	Reading aloud functional texts and short simple essays in the form of descriptive text with a good pace and intonation which is

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<sup>16</sup> Jeremy Harmer, *How to Teach English (An Introduction to the Practice of English Language Teaching)*, (London: Longman, 2001), p.68

	<p>related to immediate environment.</p> <p>To respond to meaning in a simple functional written text accurately, fluently which is related to immediate environment.</p> <p>To respond to meaning and rhetorical stages in short simple essay accurately, fluently which is related to immediate environment in a form of descriptive text.</p>
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Based on the table above, students need to be able to comprehend descriptive text which are related with their immediate environment. Then, there are basic competences that students have to reach. Reading descriptive text needs many different text.

Moreover, students will enjoy reading those texts when they can choose the texts based on their interests. This makes the researcher sure that extensive reading is needed to help students achieve all the requirements that are formulated by the government.

In learning English what materials are taught in the class then the material that will be tested. In reading comprehension, there are some

aspects. Further, Brown classifies eight aspects of reading comprehension.

They are<sup>17</sup>:

a) Main idea (topic)

Basically, main idea is the most important thing that should be taught. According to Alexander et.al, main idea is what the author wants you to know and understand about the topic.<sup>18</sup> It means that main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. In other words, main idea is actually the point of the paragraph.

b) Expression/idioms/phrases in context

The question of expression/idiom/phrase in context is a question that asks the reader to identify the meaning of word as they are used in the context of passage. It means that the question of expression/idiom/phrase in context is identifying how a word is being used in a particular passage. In other word, a passage may have multi meaning word and the reader must identify which meaning from the information in the passage.

c) Inference (implied detail)

According to Hatch et.al, inference question ask you about infomation that is implied by the passage rather than directly stated.<sup>19</sup>

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<sup>17</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransisco: Pearson Education Longman,2004), p.206

<sup>18</sup> Cain Alexander, et al, *Cliff Notes Praxis II*, (New York: Houghton, 2001), p.12

<sup>19</sup> Lisa Zimmer Hatch, Scott Hatch, and Amy Hackney Blackwell, *LSAT for Dummies*, (London: Wiley Publisher, 2004), p. 27

In other words, inference question is guessing something that is not directly stated in the text.

d) Grammatical features (reference)

According to Dummet, reference is a relation that obtains between expressions and what speakers use expression to talk about.<sup>20</sup> It means that reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object.

e) Detail (scanning for a specifically stated detail)

In discussion about reading, this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want to specific details.<sup>21</sup> In this case, we almost ignore all the other information until we come to the specific information that we are looking for.

f) Excluding fact not written

Excluding fact not written question ask you the information in text that is not explained directly.

g) Supporting idea (s)

Supporting idea underscores the writer's main idea by providing clarification of its meaning or evidence to corroborate.<sup>22</sup> It means that

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<sup>20</sup> Micheal Dummet, *Philosophy of Language*, (New York: Harper and Row Publisher, 1973), p. 204

<sup>21</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson, 2001), p.199

<sup>22</sup> Cain Alexander, et al, *Cliff Notes Praxis II*, (New York: Houghton, 2001),p. 13

supporting idea clarifies the topic sentence or main idea of a written passage.

h) Vocabulary in context.<sup>23</sup>

Vocabulary in context question asks about the meaning of a word or phrase as it is used in the passage. It means that vocabulary in context question is a question that asks reader to determine the meaning of vocabulary.

It means that when teaching about Main idea (topic), expression/idioms/phrases in context, inference (implied), grammatical, features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea (s), vocabulary in context automatically the tested material must be based on the aspect.

#### **4. The Assessment of Reading Comprehension Ability**

According to Hanger & Klinger, Reading comprehension assessment has different purposes. One of these is to balance students comprehension levels to those of students have met established criteria for their grade level. A third purpose is to tell instruction by determining when students understand what they read and how powerfully they use which comprehension strategies. Similiary, as important purposes are determining why a students may be struggling. Teachers must be clever at collecting assessment data so that they can play what, how, and when to

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<sup>23</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: Pearson Education Longman,2004), p.206

teach. To know the achievement of reading comprehension should be measures using the assessment of reading.

There are the measurement of reading comprehension according to Grenall and Swan, as follow:<sup>24</sup>

**Table 3**  
**The Measurement of Reading Comprehension**

No	Criteria	Score
1	Students can identify the meaning of the ideas of the text; it is included to decoding and vocabulary	0-25
2	Students can identify the communicative purpose of the text; it is included to discourse knowledge	0-15
3	Students can identify the main idea of the text; it is included to readiness aspect	0-25
4	Students can identify information contained in the text; it is included to syntatic knowledge	0-35
	<b>Total</b>	<b>100</b>

So reading comprehension assessment is to compare students comprehension level and find out students have criteria for their grade the last to inform instruction by determining when the students, understand what they read.

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<sup>24</sup> Simon Grenall and Michael Swan, *Effective Reading: Reading Comprehension for enhanced students:Teacher's Book*, (Cambridge: Cambridge University Press, 1994), p.34

## **B. The Concept of THIEVES Strategy**

### **a. Definition of THIEVES Strategy**

Strategy is one of important elements for the teacher in order to get success in learning process. As stated by McAndrews, the strategy to provide background knowledge and organizational structure for expository text by surveying parts of a textbook or other nonfiction text.<sup>25</sup> There is a strategy that can be used by the teacher in teaching reading such as THIEVES, this strategy will give contribution for students in learning process.

THIEVES is one strategy to activate the background knowledge. In this strategy students learn to preview a chapter or a section of a chapter in order to organize the chapter's information as they read it. This definition emphasize that THIEVES make the reading that much easier. Students will find that, after reading the main body of the text.

Actually in THIEVES, the teacher can be component of THIEVES in reading process. According to Gear there are seven component of THIEVES such as: T (title), H (heading), I (introduction), E (every first sentence), V (visual), E (ending), S (summary).<sup>26</sup> In addition, (Learning Using THIEVES helps readers to identify important concepts, establish a context for reading, and predict what ideas might be contained in a text passage.

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

<sup>26</sup> Adriane Gear. *Nonfiction Reading Power*, (Canada: Stendhouse Publisher, 2008), p. 91



According to Manz THIEVES is a pre-reading strategy that set the purpose for reading using easily remembered acronym. Student learn how “steal” information from the title, headings, introduction, every first sentence, visual / vocabulary, ending and summary. It is a way to get students to build extensive knowledge of the text even before they read the first “normal” words of chapter.<sup>27</sup> It means that this strategy can help the students to find the specific information in the text, and the technique can improve the poor reader comprehension. This technique alternatively helps student to understand what they read. To analyze need a critical comprehension in understanding the text, therefore thieves is used to help the students in comprehending the text.

Moreover, Gear say that THIEVES strategy is helpful for trying to determine what is important in a place of information text. This definition emphasize that THIEVES make the reading that much easier. Students will find that, after reading the main body of the text, they will be easy to find the most important information that they need about text, because they know how to be a thieves.<sup>28</sup> This activity will help students with comprehension by allowing them to preview the text structure in an organized manner. According to Manz, this pre-reading

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<sup>27</sup> Suzanne Liff Manz, *A Strategy for Previewing Textbooks: Teaching Readers to Become THIEVES*, (New York : Jurnal reading teacher vol 13 no 5 febuari, 2002 ), [www.akademia.com](http://www.akademia.com), download on August 12th 2015, p. 3 accessed on March 4th, 2019

<sup>28</sup> Adriane Gear. *Nonfiction Reading Power*, (Canada: Stendhouse Publisher, 2008), p. 91

will allow students to “steal” information before they actually begin reading the chapter.<sup>29</sup>

Based on the theories above, the researcher can conclude that THIEVES is a reading strategy to build extensive knowledge of the students when they are reading a text. This strategy is easier to analyze the main idea, supporting detail and what are talking about the text and very effective to increase student’s comprehension and it can help student interest.

That the strategies used by the teacher in teaching reading not only simple in procedure but also can help the students to activate their background knowledge in order to comprehend reading text.

#### **b. The Principles of THIEVES strategy**

Strategy is one of important elements for the teacher in order to get success in learning process. There is a strategy that can be used by the teacher in teaching reading such as THIEVES, this strategy will give contribution for students in learning process. THIEVES makes the reading that much easier. Students will find that, after reading the main body of the text, they will be easy to find the most important information that they need about text, because they know how to be a THIEVES. Moreover, Manz in Gear says that it has been developed for previewing textbooks. Teachers have been talking about determining

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<sup>29</sup> Suzanne Liff Manz, *An Educational Therapist and Instructor at Nassau Community College in Garden City, NY*. It was published in *The Reading Teacher* Volume 55 Number 5 in February, 2002. Accessed on May 18th, 2019

importance and trying to find the main idea of a piece of text. Sometimes there is a lot of information on a page and not all of it is important.

Then, According to Manz THIEVES is a pre-reading strategy that sets the purpose for reading using easily remembered acronym. Students learn how to “steal” information from the title, headings, introduction, every first sentence, visual/vocabulary, ending and summary. That the strategies used by the teacher in teaching reading not only simple in procedure but also can help the students to activated there the background knowledge in other to comprehend reading text.

**c. Procedure of THIEVES straegy**

This activity will help students with comprehension by allowing them to preview the text structure in an organized manner. This pre-reading strategy will allow students to “steal” information before they actually begin reading the chapter. Students will survey the text in the following manner:

- 1) Title : Students sometimes skip the title, but it provides valuable information by establishing the topic and the context of the chapter. Some questions that the student may ask while looking at the title include:

- (1) What do I already know about this topic?

- 2) Heading : Headings indicate the important sections of the chapter. They help students identify the specific topics covered. Students can

turn the headings into questions to create a more focused look at information covered in the chapter. Some questions that the student may ask while looking at the heading include:

(1) What topic will be discussed in the paragraphs below this heading?

3) Introduction : The introduction provides an overview of the chapter. It may come after the title and before the first reading. Sometimes the goals and objectives of the chapter are stated in the introduction. Some questions that students may ask when previewing the introduction include:

(1) What important information will I find in the introduction?

4) Every first sentence in a paragraph : First sentences are often the topic sentences of the paragraph, and by reading these a student can get an idea of the information that will be contained in the chapter.

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

5) Visual: Students should look at all pictures, charts, tables, maps and graphs contained in the chapter. They need to read the captions and labels on each. This enables students to learn a little about the topic before they begin to read. Some questions that students may ask about the visual include:

(1) How do these visuals relate to the content of this chapter?

6) Ending : These questions indicate important points and concepts from the chapter. Just reading these questions will help students target information that is important in the text and establish a purpose for reading. Some questions that students may ask about the end-of-chapter questions include:

(1) What information will be important in this chapter?

7) Summary : Many texts contain a summary at the end of the chapter. Students can read the summary to activate prior knowledge and give them an idea of the important concepts contained in the chapter include:

(1) What do I understand and recall about the topics covered in the summary?

It can be conclude that, thieves is a pre-reading technique where THIEVES is acronym from title, heading, introduction, every first sentence in paragraph, visual, ending and summary. Using THIEVES helps readers to identify detail information in the text based on THIEVES acronym.

**d. The Steps Reading Comprehension Ability of THIEVES Strategy**

This activity will help students with comprehension by allowing them to preview the text structure in an organized manner. Teacher explains about the pictures.

1) The students are work individually

- 2) The teacher selects one of descriptive text which appropriate with the reading level with the eight grade.
- 3) The teacher writes component of THIEVES on whiteboard and explain the THIEVES acronym. a) Title: Look at the title, and think about what will be included in the text. Think about what is already known about the topic. b) Heading: Look at the heading. Think of ways to turn the heading into a question. c) Introduction: Read the introductory paragraph and think of what is most important. d) Every First Sentence: Read every first sentence for each paragraph e) Visual: Look at photograph, maps, and other graphics. What do they illustrate? f) Ending Read the last paragraph and think of what is most important. g) Summary: Collaborate the all of previous component of THIEVES and make summary from them.
- 4) The teacher gives students THIEVES worksheet and ask them to complete the worksheet based on text.
- 5) The teacher guides students to complete the components of THIEVES one by one. Students complete the worksheet witho read all of body of the text

### **C. Action Hypothesis**

Based on the theoretical rievew above, the researcher formulates the action hypothesis that the use of THIEVES strategy can improve students reading comprehension ability and students learning activity at eighth graders of SMP N Way Jepara.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Variable and Definition Operational Variable

This research is classroom action research. This research contains two variable (X) and (Y). Variable (X) is the independent variable (THIEVES strategy) and variable (Y) is the dependent variable (reading comprehension ability). Operational definition are used to specify how variables will be measure in the study. By using operational definition, researcher can pprocess with investigations that might not otherwise be possible. There are two kinds variables, namely:

##### 1. Dependent Variable

The dependent variable (Y) is the major variable that measured or observed to determine how, and if, it is affected by the presence of the independent variable.<sup>30</sup> Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is reading comprehension ability that can be defined as knowledge of student in identification of text such as: main idea, topic,etc. In this research, the students can comprehend the text easier. The indicators of reading comprehension ability are:

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<sup>30</sup> Greeme Keith Porte, *Appraising Research in Second Language Learning (A oractical approach to critical anaysis of quantitative research)*, (Amsterdam: John Benjamin Publishing Company, 2002), P 23

- a. The students be able to understand the main idea of the reading comprehension ability text well.
- b. The students be able get the message from the text, included specific information of the text.
- c. The students be able comprehend and identify sentence by sentence of the text.

## 2. Independent Variable

Independent variable (X) is the element that the researcher believes may in some way relate to, or influence, the dependent variable.<sup>31</sup> Sugiyono said that, “Independent variable can be called *stimulus, predictor, or antecedent.*” Independent variable is variable which has the influence or the cause of change or make the existence of dependent variable.<sup>32</sup> We can conclude that the independent variable is the primary variable, selected, manipulated, and measured by writer.

Independent variable of this research is the use of THIEVES strategy in teaching learning process that has a goal to improve reading comprehension ability. There some indicators that indicate the students be able to master the objective of this strategy example as follows:

- a. The students be able to find general idea of the content answering the question to the specific question developed and quickly.
- b. The students be able to identify the detail information of the text.

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<sup>31</sup> Ibid. P 23

<sup>32</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*, (Bandung: Alfabeta, 2010), p.61



c. The students be able to apply the THIEVES strategy

## **B. Setting of the Research**

This research is Classroom Action Research (CAR). The researcher conducted this research at the eighth graders of SMP N 2 Way Jepara. The researcher focused on the eighth graders. The researcher choose this research class because most of students in the class was low skill and score in reading comprehension ability.

## **C. Subject of The Study**

The subject of this research is the students reading comprehension ability. In this research, the researcher collaborated with an English teacher. The researcher selected the VIII A, because most of students did not get grade minimum requirement of English mainly in reading comprehension ability. Based on the teacher's experience during teaching and learning activities in reading of English subject, the teacher indicated that the student are difficult to comprehend and identify the main idea of the text, exactly the THIEVES strategy is the problem solution to make the students better. Bellow the data of total students of class VIII A at SMP N 2 Way Jepara. It contains 34 students with the explanation as follow:

**Table 4**  
**The Total Students of the Eighth Graders Students at SMP N 2 Way Jepara**

<b>NO</b>	<b>CLASS</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
1	VIII A	17	17	34

#### **D. Action Plan**

The kind of this research is classroom action research, because classroom action research is one of the efforts to improve the teaching program quality in all educational level and activity to developing the teacher profession.

Classroom Action Research is a method to find out what works best in your own classroom so that students learning will be improved. The goal of CAR is to improve the teachers teaching in the classroom (or your department or school).<sup>33</sup>

According to Mc. Niff that classroom action research is a name given to particular way of researching your own learning.<sup>34</sup> It means that classroom action research is the action research which the aim is to solve the problem in teaching learning process in the class.

According to Suharsimi Arikunto, that action research is a percision about tecahing and learning process in actions that is intentionally done and occured together in the classroom.<sup>35</sup> It means that the teacher gives an action or instruction then the students do it. Classroom action research must concern with the effort of teachers in learning process.

Based on the explanation above, it can be inferred that classroom action research is research or approach that is done together, with the

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<sup>33</sup> Gwynm Mattetal, *The What, Why and How of Classroom Action Research*, (Indiana University), Vol.2/2001, p. 7

<sup>34</sup> Mc.Niff, Jean, *Action Research: Principles and Practice*, (London and New York, 2002), Second Edition, P. 15.

<sup>35</sup> Suharsimi Arikunto et.al, *Penelitian Tindakan Kelas*, Jakarta:Bumi Aksara, 2007, P.3

instruction from the teacher in learning process and it can increase the quality of learning process.

Classroom action research (CAR) has various models but in this research the writer uses Kemmis and Mc Taggart research design. According to Kemmis and MC Taggart as cited by Anne Burns action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.<sup>36</sup> This phases can be seen by following figured:

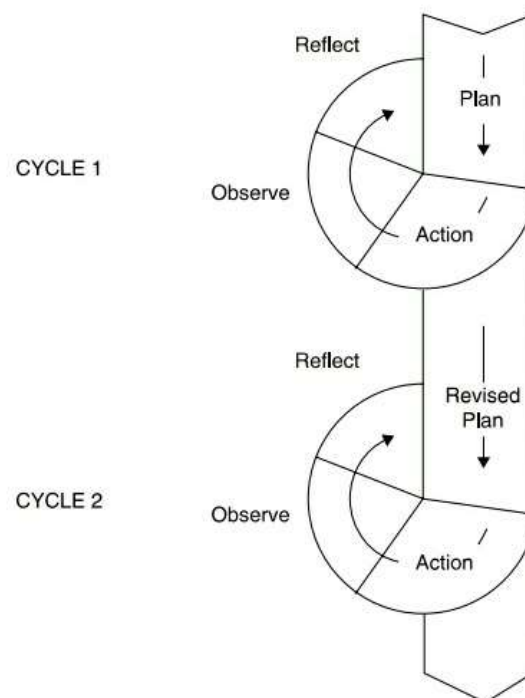


Figure 1. Kemmis and Mc Taggart Model.<sup>37</sup>

This figure describes the sequence of the research which is precede by planning, following by action, observation, and reflection that implement

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<sup>36</sup> Patrick J. M. Costello, *Action Research*, (British Library Cataloguing-in-Publication Data, 2003), p.32

<sup>37</sup> Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.9

in each cycle in spiral system. The assumption is if the determine outcome in the first cycle cannot be achieved or there may be found new problem, so it will probably be continued and revised in the next cycle that have same phase on the first cycle.

From the design above, here is the explanation about procedures that was conducted by the researcher in classroom action research:

## **1. Cycle 1**

### **a. Planning**

Planning is the first step on teaching and prepares the researcher before doing an action. With the planning the step will run well. Here is the step that the researcher can make in planning:

- 1) The researcher makes a lesson plan
- 2) The researcher prepared the material, approach and strategy of teaching
- 3) The researcher prepared the source of learning
- 4) The researcher prepared format to observe
- 5) The researcher prepared format to evaluate the students activities after teaching learning process.

### **b. Acting**

The second step in the action research is acting. It is the implementing of the planning. Without the action the planning just imagination that never can be real. In this step the researcher acts as follows:

### 1) Pre Teaching Activities

- a) The researcher greets, lead praying and check attendant list.
- b) The researcher explained the general overview related to the topics of descriptive text.
- c) The researcher choose the appropriate material

### 2) While Teaching Process

- a) The researcher applies the lesson plan
- b) The researcher selects one of descriptine text which appropriate with the reading level with the eight grade.
- c) The researcher writes component of THIEVES on whiteboard and explain the THIEVES acronym
- d) The researcher gave students THIEVES worksheet and ask them to complete the worksheet based on text.
- e) The researcher guides students to read their result summary in front of other students
- f) The researcher gave evaluate

### 3) Post Teaching Activities

- a) The researcher ask the students about the difficulties of the lesson
- b) The researcher make conclusion together with the students
- c) The researcher closed the class.

After giving treatment in cycle 1. The researcher will give the post-test. The instrument will have different type from the instrument given in the pre-test.

**c. Observing**

The researcher observed during teaching learning process. After the activities ended, the writer was evaluated all the activities to found out the improvement of the students reading comprehension ability by using THIEVES strategy.

**d. Reflecting**

Based on data on observation, the researcher reflected the activities in the first cycle. The result used as the evaluation for the next treatment.

**2. Cycle II**

**a. Planning**

Planning is the first step on teaching and prepares the researcher before doing an action. With the planning the step will run well. Here is the step that the writer can make in planning:

- 1) The researcher makes a lesson plan
- 2) The researcher prepared the material, approach and strategy of teaching
- 3) The researcher prepared the source of learning
- 4) The researcher prepared format to observe

- 5) The researcher prepared format to evaluate the students activities after teaching learning process.

#### **b. Acting**

The second step in the action research is acting. It is the implementing of the planning. Without the action the planning just imagination that never can be real. In this step the researcher acts as follows:

- 1) Pre Teaching Activities
  - a) The researcher greets, lead praying and check attendant list.
  - b) The researcher explained the general overview related to the topics of descriptive text.
  - c) The researcher choose the appropriate material
- 2) While Teaching Process
  - a) The writer applies the lesson plan
  - b) The researcher selects one of descriptive text which appropriate with the reading level with the eight grade.
  - c) The researcher writes component of THIEVES on whiteboard and explain the THIEVES acronym
  - d) The researcher gave students THIEVES worksheet and ask them to complete the worksheet based on text.
  - e) The researcher guides students to read their result summary in front of other students
  - f) The researcher gives evaluate

### 3) Post Teaching Activities

- a) The researcher ask the students about the difficulties of the lesson
- b) The researcher make conclusion together with the students
- c) The researcher closed the class.

#### **c. Observing**

In this step, the researcher observes the process of teaching learning by using format of observation to collect the data in action plan II.

#### **d. Reflecting**

In this step, the researcher was compare the score of pre-test and post-test. The researcher reviews and reflection on students activity whether it is positive or negative, the second cycle enough or need for the next step.

### **E. Data Collection Method**

The researcher collected the data by using data collection method as follow:

#### **1. Test**

According to Donald Ary, “Test are valuable measuring instruments for educational research”.<sup>38</sup> It means that a test is one of the tools to measure the studentsbasic ability and achievement. Moreover, the writer uses test as data collection method to measure both of

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<sup>38</sup> Donal Ary, et al, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), Eight Edition, P. 67



variable. The Test is a way that is used to measure a person ability or knowledge in given domain.

a. Pre-test

The pre-test was held in the first meeting before doing treatment in order to know the student's ability in reading comprehension before doing the action research.

b. Post-test

The post-test was held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students achievement in the class.

Therefore, the researcher was used the used the test to get the data of the students reading comprehension. The reading comprehension ability test was used by essay question. This test was given to the eighth graders of SMP N 2 Way Jepara.

## **2. Documentation**

In getting the information, the researcher was got three kind of source such as: paper, place and people. According to Arikunto said that "Documentation is the tools which have written like books, magazines, document, regulation, note,etc".<sup>39</sup> The researcher uses documentation to get detail information about conditions, employers, organization structure, the school history, the buildings, and the location sketch of school in SMP N 2 Way Jepara.

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<sup>39</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*,(Jakarta: PT Rineka Cipta 2006), p.158

Moreover, this method is used to know the implementation of THIEVES strategy used in the classroom by using take a picture and to collect the data and to get detail information about students English result in reading comprehension ability among the eighth graders of SMP N 2 Way Jepara.

### **3. Observation**

Observation is a data collection tool that was done by observing and recording systematically investigated symptoms.<sup>40</sup> The researcher use this method to know about facilities, learning process, and condition in SMP N 2 Way Jepara.

In this case, the researcher observed the students directly in the classroom and got the description about students' activity in learning reading process. The real teacher also observed the researcher who thought in the classroom and the implementation of CAR based on observation note which already made before. The data was taken based on the students participants during teaching and learning activities according to lesson plan. The information obtained from this observation is used to as a basic to determaine the planning for following cycle.

### **4. Field Note**

“You would keep notes of the situation ‘in the field’ as important instances of critical incidents. The field can be a workplace, a bus

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<sup>40</sup> Cholid Narbuko, Abu Achmadi, *Metodology Penelitian*, p.70

queue, a classroom, a home”<sup>41</sup>. It means that the researcher needs the field note to record all data. It easy the researcher analyze the data. It is done during the teaching learning process.

## **F. Research Instrument**

### **1. Reading Test**

To identify the descriptive text reading comprehension ability of the eighth graders students of SMP N 2 Way Jepara, the researcher applied reading test. The test is measuring the ability of the students about the topic on reading subject.

The test consists of pre-test and post-test, of this research was in the form of essay text that asked the students to write a summary based on the descriptive text in English.

### **2. Observation Sheet**

In order to observe the learning activity in each cycle, the researcher used an observation sheet. It is used to observe the following items:

- a. Pay attention on the teacher’s explanation
- b. Asking question summarizing
- c. Understanding the material
- d. Ask/answer the question from the teacher
- e. Following teacher intruction

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<sup>41</sup> H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, Second Edition, New York:Longman Pearson Education, 2001, p.94

## G. Data Analysis Method

Data analysis was conducted by taking the average score of the pre-test and post-test. Furthermore, to know gain, the writer compared between pre-test and post-test. If, from cycle I there are some students not successful, so we would like conducted cycle II. The minimum cycle in Classroom Action Research were two cycle, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

The analysis of learning result from taking the average score of pre-test and post-test in cycle I and cycle II. The formula from the average score of pre-test and post-test were formulated as follow:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:  $\bar{X}$  = Mean of average score

$\sum X$  = The total number of students' scores

N = The total number of students<sup>42</sup>

Furthermore, to know the result the researcher compare between pre-test and post-test. Then, the result be matched by minimum criteria mastery at the school at least 70. If from the cycle I, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycle. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

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<sup>42</sup> H Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Francisco, California, 2003), p. 110

## **H. The Indicator of Success**

The indicator of successful takes from the process and the result of the action research. The students are called success if 70% students get a minimum score 70 and if the target achieved, so the research is completed and no need to do the next cycle.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of the Research**

##### **1. Description of Research Location**

###### **a. The Short History of SMP N 2 Way Jepara**

Based on the data and documents collected, it was obtained that SMP N 2 Way Jepara was established in 2007 and is led by the Principal, Mr. Budoyo, S.Pd. MM. The location of SMP Negeri 2 Way Jepara at Jalan Sriwijaya No.7, Sriwangi, Way Jepara, East Lampung, at the land in 8.700 m<sup>2</sup> wide.

Since SMP N 2 Way Jepara was established the headmaster of the school had been changed as follow:

- 1) Budoyo, S.Pd. MM (2007-2010)
- 2) Drs. Sudarno (2010-2013)
- 3) Drs. Wagino (2013-2015)
- 4) Drs. Mujiono Aeko Tenggoro (2015-2017)
- 5) Imam Hanafi, M.Pd (2017-2019)
- 6) H. Jarkoni, S.Ag. (2019- until now)

## **b. Vision and Mission of SMP N 2 Way Jepara**

### **1) Vision of School**

Realize a conducive school environment, the implementation of KTSP which is effectively carried out and efficient, and excels in the academic and non academic fields.

### **2) Mission of School**

- a) Creating a conducive school environment, the implementation of effective and efficient KTSP
- b) Carry out learning and mentoring effectively and efficiently
- c) Carry out extracurricular activities
- d) Carrying out quality religious and cultural activities by participating in various competition

## **c. The Data of the Teachers and Official Employees in SMP N 2 Way Jepara**

The numbers of teachers and official employees in the academic year of 2019/2020 can be identified as follows:

**Table 5**  
**The Data of Teachers and Official Employees in SMP N 2 Way Jepara**

No	Nama	Pendidikan Terakhir	Jabatan
1	Jarkoni, S. Ag	S1	Headmaster
2	Dra. Sutiyah Harsih	S1	Teacher/classroom teacher IX.3
3	Suginem, S.Pd	S1	Teacher/ classroom teacher IX.1
4	Supargi, S.Pd	S1	Teacher/ classroom teacher VII.1
5	Eva Diansari, S.Pd.I	S1	Teacher/ classroom teacher VIII.5
6	Drs. Sugiyanto	S1	Teacher/ classroom teacher IX.4
7	Drs. Misbani	S1	Teaacher/ vice of principle students

8	Dra. Kadarwati R	S1	Teacher/vice of principle curriculum
9	Dra. Yuntiasih	S1	Teacher/ classroom teacher VIII.4
10	Drs. Tri Yudo W	S1	Teacher/ classroom teacher IX.2
11	Susinah, S.Pd	S1	Teacher/ classroom teacher VIII.2
12	Novita Indriani, S.Pd	S1	Teacher/ classroom teacher VIII.3
13	Ely Widiyutik, S.Pd	S1	Teacher/ classroom teacher VII.2
14	Marsim, S.Ag	S1	Teacher
15	Ragillia Septiani, S.Pd	S1	Teacher/ classroom teacher VII.3
16	Susgianto, S.Pd	S1	Teacher
17	Nuraini, S.Pd,I	S1	Teacher
18	Umi Ltifah, S.Pd	S1	Teacher/ classroom teacher VIII.1
19	Indrawati, S.Pd	S1	Teacher/ classroom teacher VII.5
20	Airul Sidiq, S.Pd	S1	Teacher
21	Frengki CL, S.Pd	S1	Teacher/Operator
22	Friska Cahyati, S.Pd	S1	Teacher/ classroom teacher VII.3
23	Fendi Apriyanto, S.Pd	S1	Teacher
24	Nurohmah Yuni, S.Pd	S1	Teacher
25	Rohmawati, S.Pd	S1	Teacher

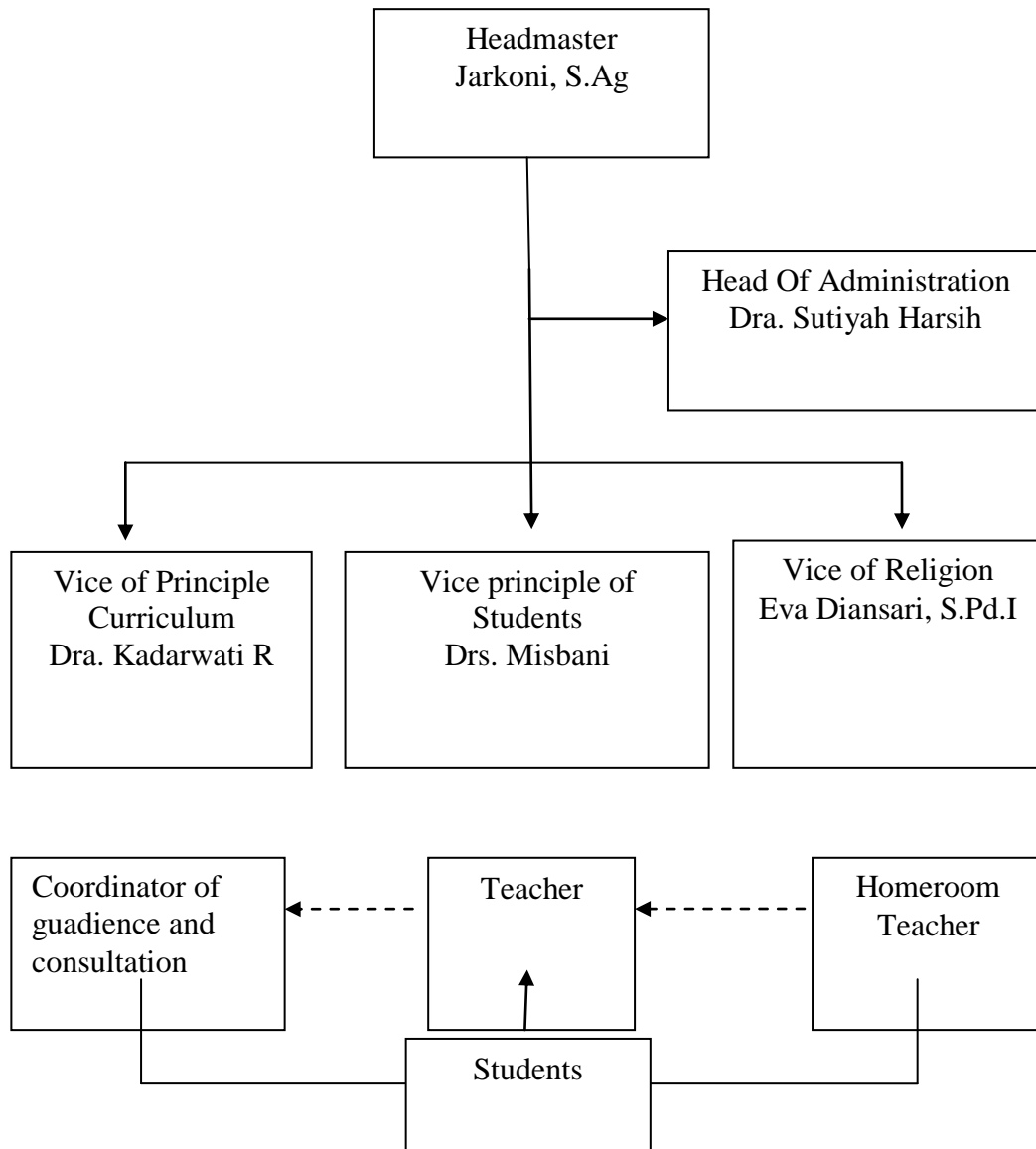
*Source: Observation Result in State SMP N 2 Way Jepara on Oktober 29, 2019*

#### **d. The Organization of SMP N 2 Way jepara**

The Organization of SMP N 2 Way Jepara in the Academic Year of 2019/2020 can be shown in the figure as follows:

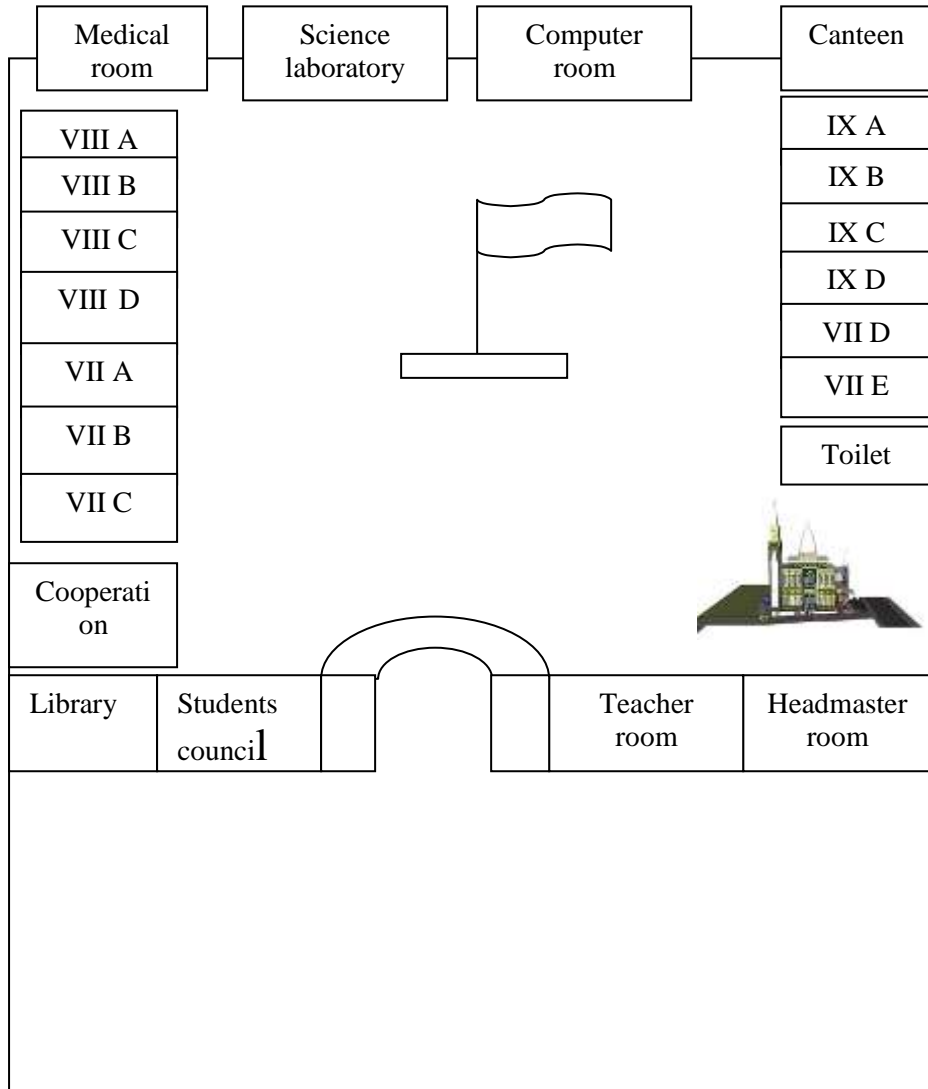


**Figure 1**  
**The Structure Organization Of SMP N 2 Way Jepara**



e. The Sketch Location of SMP N 2 Way Jepara

**Figure 2**  
**The Sketch Location of SMP N 2 Way Jepara**



**f. The Quantity of the Students of SMP N 2 Way Jepara**

The quantities of the students in SMP N 2 Way Jepara always change every years. The quantities of the students could be identified on the table bellow :

**Table 6**  
**The Quantities of the students SMP N 2 Way Jepara Since 2015-2019**

Academic Year	Class VII		Class VIII		Class IX		Total (Class VII + VIII + IX)	
	Students	Class	Students	Class	Students	Class	Students	Class
2015/2016	130	4	128	4	128	4	386	12
2016/2017	137	4	130	4	128	4	395	12
2017/2018	178	5	136	4	130	4	444	13
2018/2019	180	5	175	5	136	4	491	14

Source: Documentation of Students' Quantity at SMP N 2 Way Jepara on Oktober 29, 2019.

**g. The Building of SMP N 2 Way Jepara**

The building of SMP N 2 Way Jepara consist of 36 building as follow :

**Table 7**  
**The Building of SMP N 2 Way Jepara**

No	Name of building	Total
1	Classroom	14
2	Headmaster Room	1
3	Teacher Room	1
4	Science Labrotary	1
5	Computer Room	1
6	Library	1
7	Students Council	1
8	Medical Room	1
9	Cooperation Room	1
10	Mosque	1
11	Osis Room	1
12	Canteen	4
13	Toilet	8

Source: Documentation of Building at SMP N 2 Way Jepara on Oktober 29, 2019.

## **B. Description of the Research**

This research used classroom action research whose had purpose to improve the students activity and the result of the study in SMP N 2 Way Jepara. It was conducted in two cycles that include of cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2×45 minutes. Each cycle comprised of planning, action, observation and reflection. The researcher used THIEVES strategy to improve reading comprehension ability.

### **a. Pre-test Activity**

The researcher conducted pre-test on Tuesday, Oktober 22<sup>th</sup>, 2019. All students had been already in the class when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their reading comprehension ability before doing the classroom action research. The researcher informed the students that they were going to do the pre-test to investigate their reading comprehension ability. The pre-test was administrated to the students to be finished individually. The kind of the test was form of essay test that asked the students to write a summary of descriptive text of *Panda*. In addition, the students' pre-test results are presented on the following table:

**Table 8**  
**The Pre-Test Score**

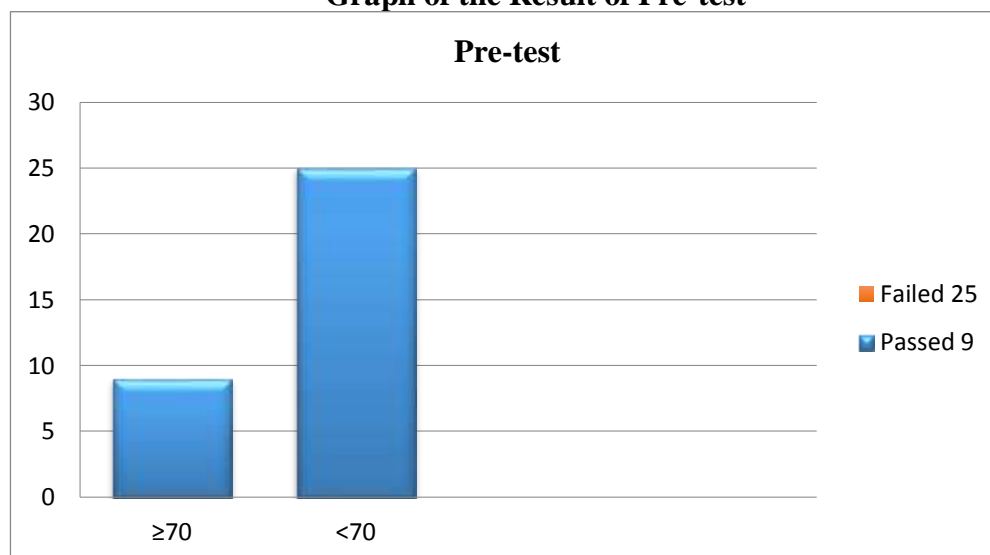
<b>NO</b>	<b>NAME</b>	<b>PRE-TEST</b>	<b>NOTE</b>
1.	AS	65	Failed
2.	AD	60	Failed
3.	AR	50	Failed
4.	AS	75	Passed
5.	AF	75	Passed
6.	DA	70	Passed
7.	DN	75	Passed
8.	DP	65	Failed
9.	DE	65	Failed
10.	FA	55	Failed
11.	FN	55	Failed
12.	FM	75	Passed
13.	FP	60	Failed
14.	IK	60	Failed
15.	JA	60	Failed
16.	LD	60	Failed
17.	MN	65	Failed
18.	NP	60	Failed
19.	PA	75	Passed
20.	RF	75	Passed
21.	RT	50	Failed
22.	RA	60	Failed
23.	RG	60	Failed
24.	RA	60	Failed
25.	RR	60	Failed
26.	SL	60	Failed
27.	SA	60	Failed
28.	SN	60	Failed
29.	SF	65	Failed
30.	TH	55	Failed
31.	TL	75	Passed
32.	VA	75	Passed
33.	WK	75	Passed
34.	WS	75	Passed
	<b>Total Score</b>	<b>2.155</b>	
	<b>Average</b>	<b>63</b>	
	<b>Highest Score</b>	<b>75</b>	
	<b>Lowest Score</b>	<b>50</b>	

**Table 9**  
**Frequency of students' Grade in Pre-test**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	9 students	26 %	Passed
2	$< 70$	25 students	74%	Failed
	Total	34 students	100 %	

Based on the table, it could be analyzed that were 9 students (26%) who passed the pre-test and 25 students (74%) who failed the pre-test. The lowest score in pre-test was 55 and the highest score was 75. It means that the students did not fulfill the minimum standard at SMP N 2 Way Jepara and the students' reading comprehension ability was low. Besides, from the result of pre-test, the researcher got the average 63. So, it was the reason why the resercher used THIEVES strategy to improve the students' reading comprehension ability.

**Figure 3**  
**Graph of the Result of Pre-test**



## **b. Cycle I**

After analyzing and identifying the data from pre-test. The researcher knew the students' difficulties and problems in learning of reading comprehension ability in descriptive text. Cycle 1 consist of planning, acting, observing, and reflecting. The researcher conducted pre-test to know the students reading comprehension ability in descriptive text before giving treatment and it used as the comparison score with post-test. The students were given task to answer the test about descriptive text. After they finished the pre-test, the researcher asked them to submit the answer sheets.

### **1) Planning**

The first meeting was done on Friday, October 25<sup>th</sup> 2019. It was open by praying, greeting, checking, attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

## 2) Acting

The second meeting was treatment. The researcher conducted the treatment on Tuesday, October 29<sup>th</sup>, 2019. In this meeting, the researcher as an English teacher and Mrs. Ragillia Septiani as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition question essay. The result of post-test in cycle 1 could be seen on the table as follow:

**Table 10**  
**Post-Test 1 Score**

<b>NO</b>	<b>NAME</b>	<b>Post-test</b>	<b>NOTE</b>
1.	AS	70	Passed
2.	AD	65	Failed
3.	AR	65	Failed
4.	AS	65	Failed
5.	AF	65	Failed
6.	DA	70	Passed
7.	DN	65	Failed
8.	DP	85	Passed
9.	DE	60	Failed
10.	FA	65	Failed
11.	FN	65	Failed
12.	FM	55	Failed
13.	FP	70	Failed
14.	IK	65	Failed
15.	JA	80	Passed
16.	LD	65	Failed
17.	MN	90	Passed
18.	NP	75	Passed
19.	PA	65	Failed
20.	RF	80	Passed
21.	RT	65	Failed
22.	RA	65	Failed
23.	RG	30	Failed
24.	RA	65	Failed
25.	RR	65	Failed
26.	SL	65	Failed



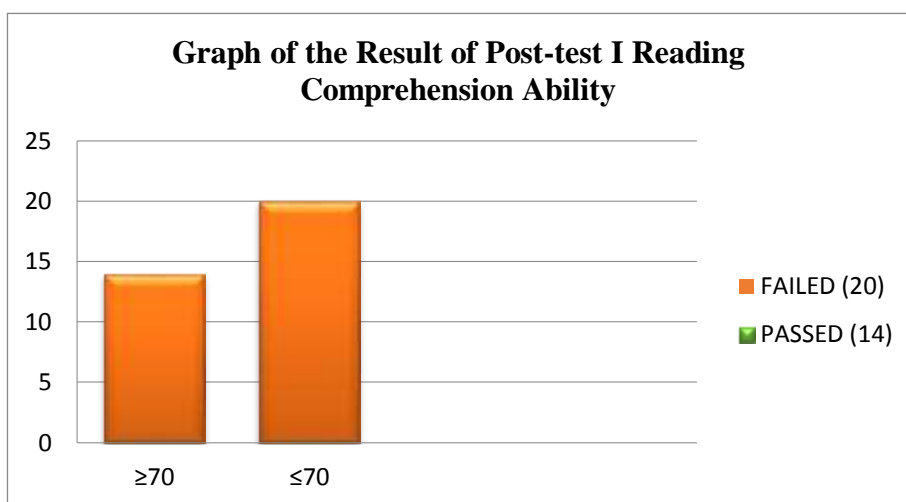
27.	SA	70	Passed
28.	SN	70	Passed
29.	SF	55	Failed
30.	TH	65	Failed
31.	TL	75	Passed
32.	VA	75	Passed
33.	WK	75	Passed
34.	WS	75	Passed
	<b>Total score</b>	<b>2300</b>	
	<b>Average</b>	<b>68</b>	
	<b>Highest Score</b>	<b>90</b>	
	<b>Lowest Score</b>	<b>30</b>	

**Table 11**  
**The Frequency of Students' Grade in Post-test 1**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	14 students	41%	Passed
2	$< 70$	20 students	59%	Failed
	Total	34 students	100 %	

From the table above, it could be analyzed that the students average score was 68. The highest score was 90 and the lowest score was 30. Based on the minimum mastery criteria (KKM), there were 14 students that had passed on post-test 1 or got score  $\geq 70$ , it means that in cycle 1 the students achievement could improve enough, but it was not successful yet.

**Figure 4**  
**Graph Of The Result Of Post-Test I**



### 3) Observing

In observation of the researcher action, the collaborator observed the students activities. The researcher as a teacher gave material about reading especially descriptive text by using THIEVES strategy.

In the learning process, there were four used and mentioned to know the students activity. Every students who was active in learning process gave a tick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicators of the students activities were:

- a) Pay attention of the teacher's explanation
- b) Asking questions summarizing

- c) Understanding the material
- d) Ask/answer the question
- e) Following instruction.

The result of the students' learning activities are presented on the following table:

**Table 12**  
**The Students' Learning Activities Observation in Cycle I**

No.	Name	The Indicators of Student's Learning Activity				Following teacher instruction
		Pay attention to teacher's explanation	Asking question summarizing	Understanding the material	Ask/answer the question from the teacher	
1.	AS	-	√	-	√	-
2.	AD	√	-	√	√	-
3.	AR	-	√	√	-	√
4.	AS	√	-	-	√	-
5.	AF	√	√	√	-	-
6.	DA	√	√	-	-	-
7.	DN	√	-	√	-	√
8.	DP	√	-	-	-	√
9.	DE	√	√	-	-	-
10.	FA	-	√	-	√	√
11.	FN	-	-	-	√	√
12.	FM	√	√	√	-	-
13.	FP	-	-	-	-	√
14.	IK	√	√	√	-	-
15.	JA	√	-	-	-	-
16.	LD	-	-	-	√	-
17.	MN	√	√	√	-	√
18.	NP	√	-	√	√	-
19.	PA	√	√	-	-	-
20.	RF	√	-	√	√	-
21.	RT	√	-	-	-	√
22.	RA	-	-	√	√	-

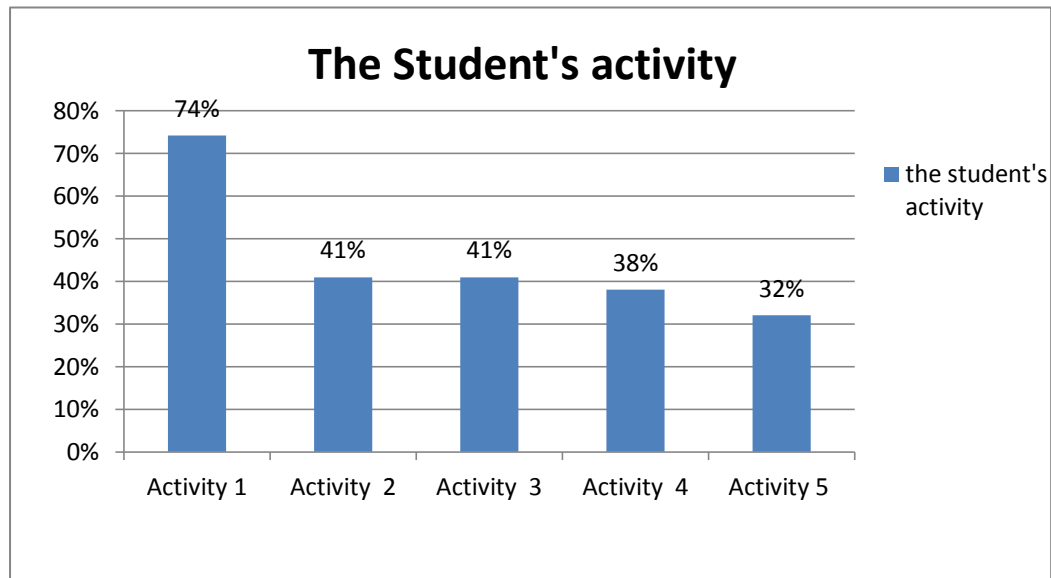
23.	RG	√	-	-	-	-
24.	RA	√	-	-	-	√
25.	RR	√	-	√	-	√
26.	SL	√	√	-	-	-
27.	SA	√	√	-	-	-
28.	SN	√	-	-	√	-
29.	SF	√	-	-	-	√
30.	TH	-	-	√	√	-
31.	TL	√	-	√	√	-
32.	VA	√	√	-	-	-
33.	WK	-	√	-	√	-
34.	WS	√	-	√	-	-
<b>TOTAL</b>		<b>25</b>	<b>14</b>	<b>14</b>	<b>13</b>	<b>11</b>
<b>Percentages</b>		<b>71%</b>	<b>41%</b>	<b>41%</b>	<b>38%</b>	<b>32%</b>

Source: The students' learning activity in cycle 1 at ninth of SMP N 2 Way Jepara

**Table 13**  
**The Students Activity In Cycle I**

No	Students Activities	Frequency	Percentages
1.	Pay attention of the teacher's explanation	25	74%
2.	Asking question summarizing	14	41%
3.	Understanding the material	14	41%
4.	Ask/answer the question from the teacher	13	38%
5.	Following teacher intruction	11	32%
<b>The Average Percentages</b>			<b>45%</b>
<b>Total Students</b>		<b>34</b>	

**Figure 5**  
**The Percentage of Students Learning Activities in Cycle I**



The table showed that not all the students active in learning process. There were 25 students (74%) who gave attention to the teacher explanation, 14 students (41%) who asking question about summarizing, who understood the material, 14 students (41%) who answer the questions from the teacher and were able to do the task, 13 students (38%) and following teacher intruction, 11 students (32%).

#### 4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of the students did not achieve the minimum standard (KKM). It could be seen from the result of pre-test and post-test I score. However, most of the students score had

improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follow:

- a) There were some students that shown unenthusiastic to the teacher explanation.
- b) Some students did not ask and answer the teacher question.

Based on the result of reflection in cycle I, there were some problem to be revised in cycle II, such as:

- a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.
- b) The teacher gave more detail explanation and questions after explaining the material to control the students’.

Furthemore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table:

**Table 14**  
**Students Score at Pre-test and Post-Test I**

No	Name	Pre-test Score	Post-test I Score	Improving	Explanation
1.	AS	65	70	15	Improved
2.	AD	60	65	5	Improved
3.	AR	50	65	15	Improved
4.	AS	75	65	-10	Descended
5.	AF	75	65	-10	Descended
6.	DA	70	70	0	Constant
7.	DN	75	65	10	Improved
8.	DP	65	85	20	Improved
9.	DE	65	60	-5	Descended
10.	FA	55	65	10	Improved

11.	FN	75	65	-10	Descended
12.	FM	60	55	-5	Descended
13.	FP	60	70	10	Improved
14.	IK	60	65	-5	Descended
15.	JA	60	80	20	Improved
16.	LD	60	65	5	Improved
17.	MN	65	90	25	Improved
18.	NP	60	75	15	Improved
19.	PA	75	65	-10	Descended
20.	RF	75	80	5	Improved
21.	RT	50	65	15	Improved
22.	RA	60	65	5	Improved
23.	RG	60	30	-30	Descended
24.	RA	60	65	5	Improved
25.	RR	60	65	5	Improved
26.	SL	60	65	5	Improved
27.	SA	60	70	10	Improved
28.	SN	60	70	10	Improved
29.	SF	65	55	-10	Descended
30.	TH	55	75	20	Improved
31.	TL	75	75	0	Constant
32.	VA	75	75	0	Constant
33.	WK	60	75	15	Improved
34.	WS	55	75	20	Improved
<b>Total</b>		<b>2155</b>	<b>2300</b>	<b>245</b>	
<b>Average</b>		<b>63</b>	<b>68</b>	<b>7,2</b>	

In this research, pre-test and post-test I had done individually. It was aimed to know the ability of the students reading comprehension ability before and after the treatment. From the result of pre-test and post-test I, we knew that there was an improving from students result score. It could be seen from the average in pre-test 63 and post-test I 68. Although there was improving of the students achievement, cycle I was not successful yet because only 14 students (41%) who passed in post-test I. It can be concluded that cycle I was not successful yet because the

indicator success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

### **c. Cycle II**

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

#### **1) Planning**

Based on the observation and reflection in cycle I, it showed that cycle I was not success yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet observation sheet and the test for pre-test and post-test II.

#### **2) Acting**

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meeting, namely: treatment and post-test.



The treatment in cycle II was conducted on Friday November 1<sup>th</sup>, 2019. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about descriptive text. The teacher asked to the students to mention about definition of descriptive text, generic structure, social function, and language features. Moreover, teacher divided the students in previous cycle based on their score in reading comprehension in post-test I. In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their good scores especially in English subject.

After giving the treatment in cycle II, the reseacher conducted post-test II on Tuesday, November 5<sup>th</sup>, 2019. The test was essay. There were 5 questions. It was same type with the first cycle. The result of post-test II could be seen on the table below:

**Table 15**  
**Post-test II Score**

<b>NO</b>	<b>NAME</b>	<b>POST-TEST</b>	<b>NOTE</b>
1.	AS	45	Failed
2.	AD	80	Passed
3.	AR	70	Passed
4.	AS	80	Passed
5.	AF	60	Failed
6.	DA	70	Passed
7.	DN	90	Passed
8.	DP	60	Failed
9.	DE	75	Passed
10.	FA	70	Passed
11.	FN	70	Passed

12.	FM	80	Passed
13.	FP	65	Failed
14.	IK	80	Passed
15.	JA	80	Passed
16.	LD	80	Passed
17.	MN	60	Failed
18.	NP	90	Passed
19.	PA	90	Passed
20.	RF	90	Passed
21.	RT	70	Passed
22.	RA	65	Failed
23.	RG	35	Failed
24.	RA	80	Passed
25.	RR	75	Passed
26.	SL	70	Passed
27.	SA	75	Passed
28.	SN	80	Passed
29.	SF	80	Passed
30.	TH	75	Passed
31.	TL	80	Passed
32.	VA	75	Passed
33.	WK	85	Passed
34.	WS	75	Passed
<b>Total Score</b>		<b>2.595</b>	
<b>Average</b>		<b>76</b>	
<b>Highest Score</b>		<b>90</b>	
<b>Lowest Score</b>		<b>35</b>	

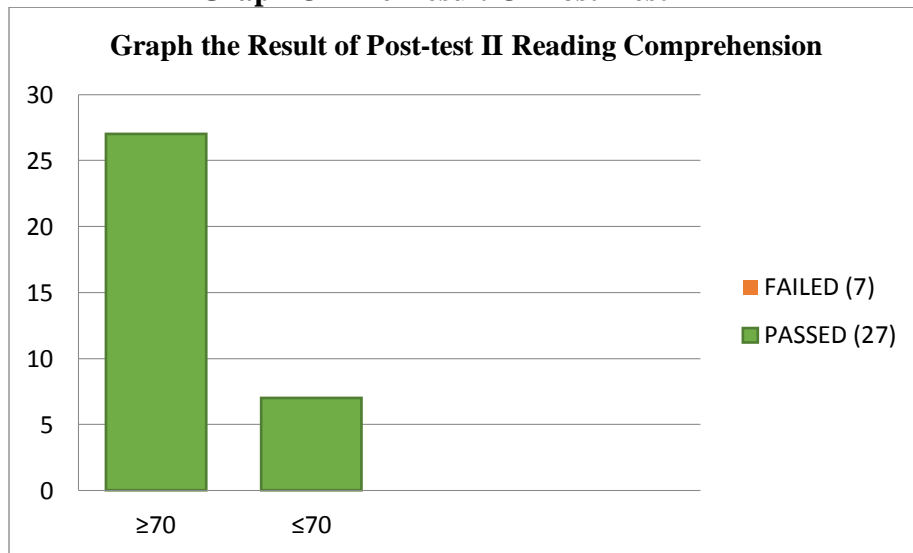
**Table 16**  
**The Frequency of Students Grade in Post-test II**

<b>No</b>	<b>Grade</b>	<b>Frequencies</b>	<b>Percentage</b>	<b>Explanation</b>
1	$\geq 70$	27 students	79%	Passed
2	$< 70$	7 students	21%	Failed
	Total	34 students	100 %	

Based on the table above, it could be seen that the students average score in post-test II was 76. The highest score was 90 and

the lowest score was 35. Most of students could improve their reading comprehension. It means that cycle II was successful.

**Figure 6**  
**Graph Of The Result Of Post-Test II**



### 3) Observing

In this step, the researcher presented the material by using THIEVES strategy. In learning process, there were also five indicators used to know the students activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students learning activities observation, as follow:

**Table 17**  
**The Students' Learning Activities Result in Cycle II**

No.	Name	The Indicators of Student's Learning Activity				Following teacher instruction
		Pay attention to teacher's explanation	Asking question summarizing	Understanding the material	Ask/answer the question from the teacher	
1.	AS	√	-	-	√	√
2.	AD	√	√	√	-	√
3.	AR	√	-	-	√	√
4.	AS	√	-	√	-	√
5.	AF	√	-	-	√	-
6.	DA	√	√	√	-	√
7.	DN	√	-	√	√	√
8.	DP	√	√	-	-	√
9.	DE	√	-	-	√	-
10.	FA	√	-	-	-	√
11.	FN	√	-	√	-	√
12.	FM	√	-	√	-	√
13.	FP	-	√	-	-	√
14.	IK	√	√	-	-	-
15.	JA	√	√	√	-	√
16.	LD	-	√	-	√	-
17.	MN	√	√	-	√	√
18.	NP	√	√	√	√	√
19.	PA	√	√	√	-	-
20.	RF	√	-	-	-	√
21.	RT	√	-	√	-	√
22.	RA	-	√	-	-	√
23.	RG	-	-	√	√	√
24.	RA	√	-	√	√	√
25.	RR	√	√	-	-	√
26.	SL	√	-	-	√	-
27.	SA	√	√	-	-	√
28.	SN	√	√	-	-	-
29.	SF	√	√	-	-	√
30.	TH	√	-	-	√	-
31.	TL	√	-	-	√	√

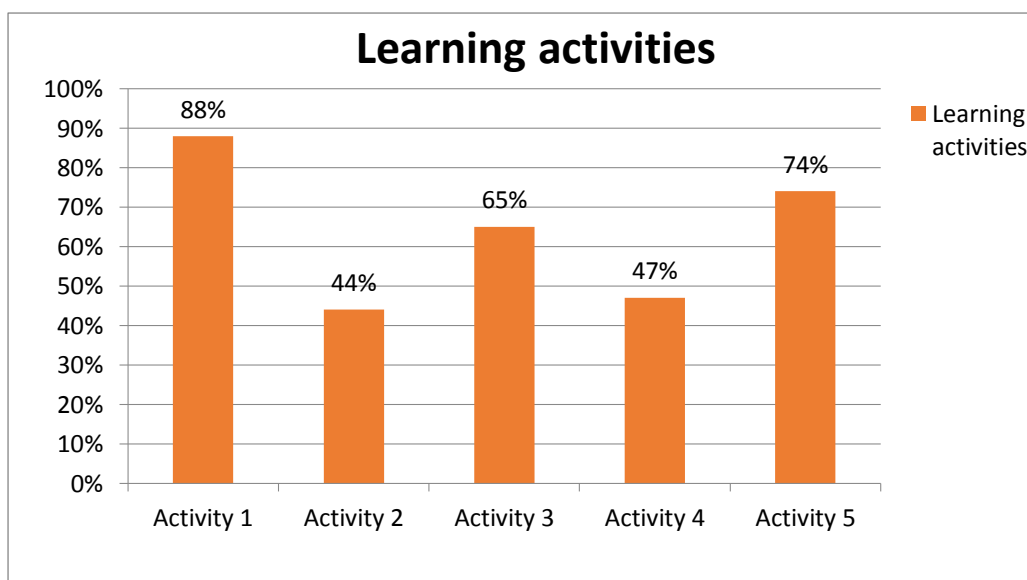
32.	VA	√	-	√	-	-
33.	WK	√	-	√	-	√
34.	WS	√	-	-	√	√
<b>TOTAL</b>		<b>30</b>	<b>15</b>	<b>22</b>	<b>16</b>	<b>25</b>
<b>Percentages</b>		<b>88%</b>	<b>44%</b>	<b>65%</b>	<b>47%</b>	<b>74%</b>

**Table 17**  
**The Students Activity In Cycle II**

No	Students Activities	Frequency	Percentages
1.	Pay attention of the teacher's explanation	30	88%
2.	Asking question summarizing	15	44%
3.	Understanding the material	22	65%
4.	Ask/answer the question from the teacher	16	47%
5.	Following teacher intruction	25	74%
<b>Total Students</b>		<b>34</b>	

Then, the graph of percentage students activities in cycle II, as follows:

**Figure 7**  
**The Percentage of Students Learning Activities in Cycle II**



The table above showed that the students' activity in cycle II was improved. There were 30 students (88%) who gave attention to the teacher explanation, 15 students (44%) who asking question about summarizing, who understood the material, 22 students (65%) who answer the questions from the teacher and were able to do the task, 16 students (47%) and following teacher intruction, 18 students (52%).

Based on the result of the research in cycle II, it could be inferred that cycle II was successfull. The researcher felt satisfied about the result of the research. There were >70% of students passed the examination. It means the students' reading comprehension had improve. From the result above, the researcher concluded that this research was successfull and would be not continued in the next cycle.

#### 4) Reflecting

Based on the result of the reseracher in cycle II, it could be inferred that cycle II was successfull. The researcher felt satisfied about the result of the research. There were >70% of students complete the examination. It means the students reading comprehension had improves. From the result above, the researcher concluded that this researcher was successfull and would be not continued in the next cycle.

The students score on reading comprehension ability from pre-test I to post-test II could be seen on the table below:

**Table 18**  
**Students Score at Post-Test I and Post-Test II**

No	Name	Post-test I Score	Post-test II Score	Improving	Explanation
1.	AS	70	45	-35	Descended
2.	AD	65	80	15	Improved
3.	AR	65	70	5	Improved
4.	AS	65	80	15	Improved
5.	AF	65	60	-5	Descended
6.	DA	70	70	0	Constant
7.	DN	65	90	25	Improved
8.	DP	85	60	25	Improved
9.	DE	60	75	15	Improved
10.	FA	65	70	5	Improved
11.	FN	65	70	5	Improved
12.	FM	55	80	25	Improved
13.	FP	70	65	-5	Descended
14.	IK	65	80	15	Improved
15.	JA	80	80	0	Constant
16.	LD	65	60	-5	Descended
17.	MN	90	80	-10	Descended
18.	NP	75	90	15	Improved
19.	PA	65	90	25	Improved
20.	RF	80	90	10	Improved
21.	RT	65	70	5	Improved
22.	RA	65	65	0	Constant
23.	RG	30	35	5	Improved
24.	RA	65	80	15	Improved
25.	RR	65	75	10	Improved
26.	SL	65	70	5	Improved
27.	SA	70	75	5	Improved
28.	SN	70	80	10	Improved
29.	SF	55	80	25	Improved
30.	TH	75	75	0	Constant
31.	TL	75	80	5	Improved
32.	VA	75	75	0	Improved
33.	WK	75	85	10	Improved
34.	WS	75	75	0	Constant
<b>Total</b>		<b>2300</b>	<b>2.595</b>	<b>210</b>	
<b>Average</b>		<b>68</b>	<b>76</b>	<b>6,1</b>	

Based on the result above, it could be inferred that THIEVES strategy could improve the students' reading comprehension ability because there was improving from average in post-test I 68 became 76 in post-test II. In the cycle II, most of the students could develop their reading comprehension ability. It means that cycle II was successful.

Based on the result of students activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was successful. This table is to describe the comparison of the students activities in cycle I and cycle II.

**Table 19**  
**The Table Of Students' Activity In Cycle I and Cycle II**

No	Students Activity	Frequency		Percentage		Improved
		Cycle I	Cycle II	Cycle I	Cycle II	
1.	Pay attention of the teacher's explanation	25	30	74%	88%	14%
2.	Asking question summarizing	16	26	47%	76%	29%
3.	Understanding the material	18	27	52%	79%	27%
4.	Ask/answer the question from the teacher	15	26	44%	76%	32%
5.	Following teacher instruction	11	25	32%	74%	42%
<b>Total Students</b>		<b>34</b>				

Based on the result of the students activities in cycle I and cycle II was improve. Pay attention of the teacher explanation from 74% became



88%, asking questions summarizing from 47% became 76%, understanding the material from 52% became 79%, ask/answer the question from the teacher from 44% became 76%, and following teacher instruction from 32% became 74%.

Therefore, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of successful and improved in students learning activities. It means that it would be stop in this cycle.

## **C. Interpretation**

### **1. Cycle I**

In this research, a researcher gave the students pre-test individually to know the students reading comprehension ability before giving a treatment. In the pre-test, there were only 9 students (26%) who passed the pre-test and 25 students (74%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 55 and the highest score was 75.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using THIEVES strategy. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that were students 14 students (41%) students passed the post-test I. The lowest score was 30, the highest score was 90, and the average score was 68.

From the result of students score in pre-test and post-test I, there was an improving from the students result the score. It could be seen from the average in pre-test 63% and post-test I 68%. Although there was improving of the students achievement, cycle I was not successful yet because only 14 students (41%) who passed in post-test I. It means that in cycle I, the students achievement could improve enough but it was not successful because the indicators of success was not reached yet.

## **2. Cycle II**

After analyzing the students score in the post-test of cycle I, the researcher had to conduct the next cycle because only 14 14 students (41%) who passed in post-test I and got score  $\leq 70$ .

In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that there were 27 students (79%) who passed the test because they got score  $\geq 70$ . In this post-test, the lowest score was 35, the highest score was 90, and the average score was 76.32%.

From the result of the students score from post-test II, it could be concluded that there were improving score. The average score in the post-test I and the post-test II were 68 and 76, then the improving score was 868. In the pre-test, post-test I and post-test II, the total students who got score  $\geq 70$  were 9, 14, and 27 students. Because the achievement of students had improved enough and the indicator of

success was reached, the research was successful and could be stopped in cycle II.

### 3. Students Score in Pre-test, Post-test I, and Post-Test II

English learning process was successfully in cycle I but the students average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II the students average score was higher than cycle I. The following was the table of illustration score in cycle I and cycle II:

**Table 20**  
**Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II**

No	Name	Pre-test Score	Post-test I Score	Post-test II Score
1.	AS	65	70	45
2.	AD	60	65	80
3.	AR	50	65	70
4.	AS	75	65	80
5.	AF	75	65	60
6.	DA	70	70	70
7.	DN	75	65	90
8.	DP	65	85	60
9.	DE	65	60	75
10.	FA	55	65	70
11.	FN	55	65	70
12.	FM	75	55	80
13.	FP	60	70	65
14.	IK	60	65	80
15.	JA	60	80	80
16.	LD	60	65	60
17.	MN	65	90	80
18.	NP	60	75	90
19.	PA	75	65	90
20.	RF	75	80	90
21.	RT	50	65	70
22.	RA	60	65	65
23.	RG	60	30	35
24.	RA	60	65	80
25.	RR	60	65	75

26.	SL	60	65	70
27.	SA	60	70	75
28.	SN	60	70	80
29.	SF	65	55	80
30.	TH	55	75	75
31.	TL	75	75	80
32.	VA	75	75	75
33.	WK	75	75	85
34.	WS	75	75	75
<b>Total</b>		<b>2155</b>	<b>2300</b>	<b>2.595</b>
<b>Average</b>		<b>63</b>	<b>68</b>	<b>76</b>

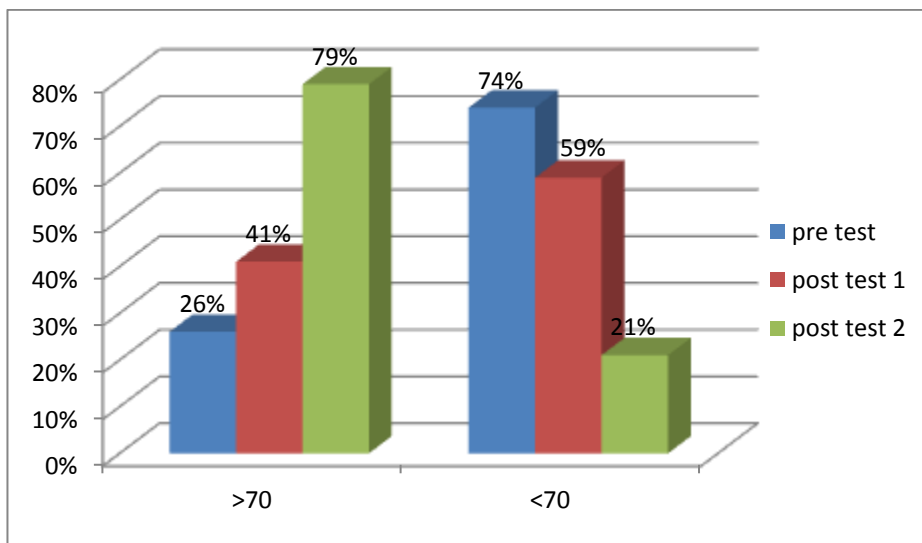
**Table 21**  
**The Comparison of Students' Frequency in Pre-Test, Post-Test I, and Post-Test II**

<b>Interval</b>	<b>Pre-test</b>	<b>Post-Test I</b>	<b>Post-Test II</b>	<b>Explanation</b>
≥70	9 Students	14 Students	27 Students	Passed
< 70	25 Students	20 Students	7 Students	Failed
<b>Total</b>	<b>34 Students</b>	<b>34 Students</b>	<b>34 Students</b>	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' Grade. It could be seen from the students get Grade 70 from 9 to 14 became 27. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

**Figure 7**  
**Graph of the Result of Pre-test, Post-test I, and Post-test II**



Based on the result of graph above, it can be inferred that THIEVES strategy could improve reading comprehension. It is supported by improving score of the students from pre-test, post-test I, and post-test II.

#### 4. Students' Learning Activities in Cycle I and Cycle II

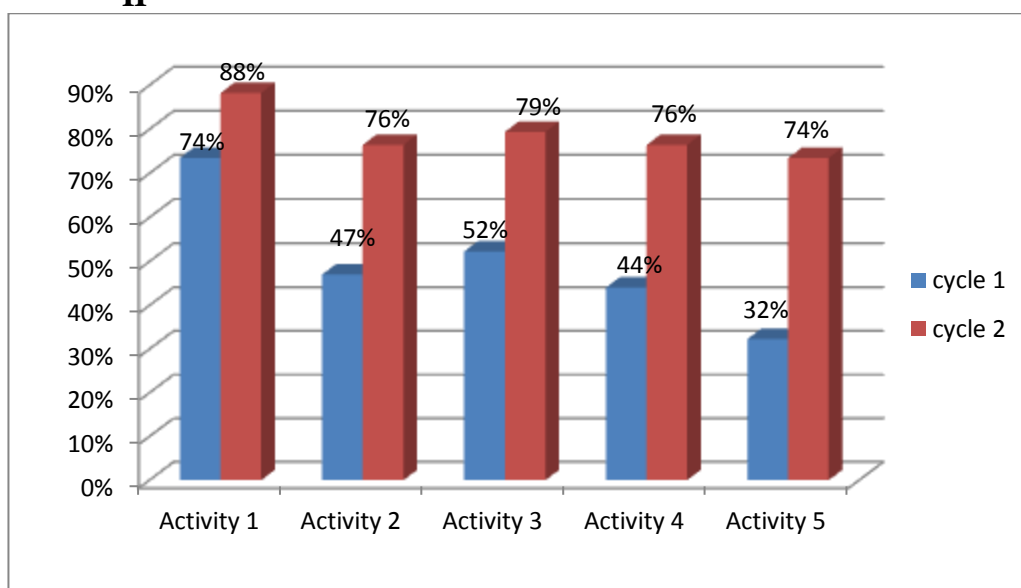
The students learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

**Table 22**  
**Students' Learning Activities in Cycle I and Cycle II**

No	Students Activity	Frequency		Percentage		Improved
		Cycle I	Cycle II	Cycle I	Cycle II	
1.	Pay attention of the teacher's explanation	25	30	74%	88%	14%
2.	Asking question summarizing	16	26	47%	76%	29%

3.	Understanding the material	18	27	52%	79%	27%
4.	Ask/answer the question from the teacher	15	26	44%	76%	32%
5.	Following teacher instruction	11	25	32%	74%	42%
<b>Total Students</b>		<b>34</b>				

**Figure 8**  
**Graph of Students' Result Learning Activities in Cycle I and Cycle II**



Based on the data had gotten, it can be explained as follow:

- a. The students give attention the explanation from the teacher.

The students attention to the teacher explanation from the first meeting to the next meeting was improved. In cycle I was only 74% and in cycle II 88%, it improved 14%.

- b. The students asking question about summarizing

The students who understood the material from the teacher was improved from the first meeting to next meeting. It showed on the

graph above. For this activity was improve 29%, from cycle I 47% and in cycle II 76%.

c. Understanding the material

The students understand the material were improved. It could be seen on the cycle I and cycle II

d. The students ask/answer question

The students who understood the material from the teacher was improved from the first meeting to next meeting. It showed when the teacher gave the questions to the students, they were brave to answer although not all questions could be answered well.

e. Following instruction teacher

The students who had done the task were improved when the students understand and apply to following instruction the teacher. It could be seen on the cycle I and cycle II

Based on the explanation of cycle I and cycle II, it could be concluded that the use of THIEVES strategy could improve the students reading comprehension ability score. The average score in the post-test I and the post-test II were 68 and 76, then the improving score was 8. In the pre-test, post-test I and post-test II, the total students who got score  $\geq 70$  were 9, 14, and 27 students. Because the achievement of students had improved enough and the indicator of success was reached, the research was successfull and could be stopped in cycle II.

#### **D. Discussion**

In teaching reading to the SMP N 2 Way Jeparo especially in students of the eighth graders, based on the pre survey there are some problems like some students difficulties to understand the text in English. The researcher choose THIEVES strategy to improve the students reading comprehension ability.

There is a positive improving about students learning activities using THIEVES strategy. Therefore THIEVES as a strategy hopefully is usefull in the learning activities.

Based on the explanation of cycle I and cycle II, it can be shown that the use of THIEVES Strategy could improve students reading comprehension ability. There is progress from the students gets grade  $\geq 70$  from pre-test 26% or 9 students, post-test I 41% or 14 students and post-test II become 79% or 27 students. We can be see that is an improving on the students complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the minimum mastery creteria was 70 in this research, in the post-test I there is 14 students or 41% passed the test with the average 68 and the post-test II is 27 students or 79% who passed the test with average 76. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade  $\geq 70$  are reached.



The result of the student's activities in cycle I and cycle II are improve. Paying attention of the teacher' explanation from 74% become 88%, Asking question summarizing from 47% became 76%, the students understand the material from 52% became 79%, asking/answering the teacher's question from 44% become 76%, the students following the teacher instruction from 32% become 74%. The result of students' activities in cycle I and cycle II, there are improving about students' learning activities.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the descriptive text reading comprehension ability could be improved through THIEVES strategy at the eighth grade students of SMP N 2 Way Jepara, as follows:

1. THIEVES strategy can improve the reading comprehension ability at the eighth graders students of SMP N 2 Way Jepara. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students that complete Minimum Mastery Criteria in pre-test is 26% or 9 students. In Post-test I, the percentage of students that complete Minimum Mastery Criteria is 41% or 14 students. Meanwhile the percentage of students that complete Minimum Mastery Criteria in post-test II is 79% or 27 students. It means that result of cycle II had already reached the indicator of success that was  $\geq 75\%$  students fulfill the minimum mastery criteria (MMC).
2. THIEVES strategy can improve learning activity at the eighth grade students of SMP N 2 Way Jepara. The student's activity in the implementation of cycle I and cycle II is very active. It means that THIEVES strategy can improve the student's learning activity.

The student's learning activity in cycle I and cycle II improves significantly.

## **B. Suggestion**

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

### 1. For English Teacher

- a. The teacher should prepare and select appropriate technique and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the enjoyable teaching learning process, such as selecting text or implementing an appropriate teaching strategy.
- b. It is better for the teacher to use THIEVES strategy in English learning especially in reading, because it can improve the reading comprehension ability.
- c. The teacher should give motivation to the students in order to be active in learning process.

### 2. For the Students

It is suggested to the students to be more active in learning process in the class and improve their reading comprehension ability so they can be successful in English learning.

3. For Headmaster

It is recommended for the headmaster to support the English teacher to use THIEVES strategy in learning process because THIEVES strategy is so helpfull.

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# APPENDIXES

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Sekolah : SMP N 2 Way Jepara  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII / I  
Materi Pokok : Describing people, animal, and thing  
Alokasi Waktu : 2 x 40 menit

**A. KOMPETENSI INTI**

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar dan Indikator**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.
Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta	Menunjukkan perilaku peduli dalam pembelajaran



damai, dalam melaksanakan komunikasi fungsional	
Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>. Memberi nama benda</li> <li>. Mengidentifikasi sifat benda</li> <li>. Mendeskripsikan benda</li> <li>. Menyebutkan fungsi sosial teks deskriptif.</li> </ul>
Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	<ul style="list-style-type: none"> <li>. Menemukan gambaran umum dari sebuah teks.</li> <li>. Menemukan informasi tertentu dari teks sederhana</li> <li>. Menemukan informasi rinci dari teks sederhana</li> </ul>
Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"> <li>. Melengkapi teks deskriptif sederhana tentang benda</li> <li>. Menyusun teks deskriptif sederhana tentang benda</li> </ul>

### C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mengidentifikasi gambar orang yang ditunjukkan oleh guru secara seksama
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan

3. Mengidentifikasi informasi rinci dari text deskriptif secara akurat
4. Mengidentifikasi generic structure dari text deskriptif secara berpasangan
5. Menulis deskripsi dari gambar yang ada secara individu

#### **D. MATERI PEMBELAJARAN**

Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda.

##### **Generic Structure Descriptive Text**

- a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
- b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan

##### **Ciri-ciri Deskriptive Text**

- a. Menggunakan simple present tense
- b. Menggunakan attribute verb, seperti be (am, is, are)
- c. Mudah dipahami
- d. Menggambarkan
- e. Komunikatif
- f. Dapat membuat pembaca tertarik
- g. Menggambarkan objek secara spesifik

#### **Contoh Descriptive Text**

##### **My Friend**

His name is kevin anggara, kevin anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is dilligent.

## E. MEDIA ALAT DAN SUMBER BELAJAR

### 1) Media / Alat

- Gambar
- LCD

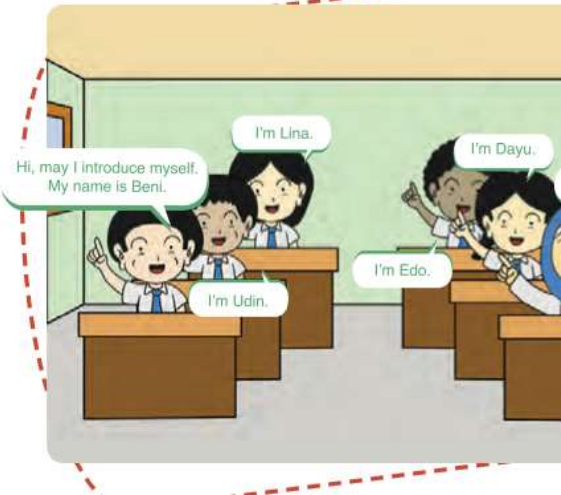
### 2) Sumber Belajar

- Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings a Bell*, Kementerian Pendidikan dan Kebudayaan, Jakarta : 2014, Halaman 176 sampai dengan 192
- Kamus Inggris-Indonesia.

## E. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan Ke-1 (2 x 40 menit)		Waktu
<b>Kegiatan Pendahuluan</b> <b>Guru :</b>		
<b>Orientasi</b>	<ul style="list-style-type: none"><li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li><li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li><li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li></ul>	<b>15 Menit</b>
<b>Apersepsi</b>	<ul style="list-style-type: none"><li>• Mengaitkan materi/<i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/<i>tema/kegiatan</i> sebelumnya “pada kelas VII</li><li>• Mengingat kembali materi prasyarat dengan bertanya.</li></ul>	



<p>didik kepada masalah</p>	<ul style="list-style-type: none"> <li>• Peserta didik mendengarkan /membaca/menonton beberapa contoh teks deskriptif singkat dan sederhana tentang, benda.</li> <li>• Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang benda</li> </ul> <p>❖ <b>Melihat</b> (tanpa atau dengan alat)</p> <p>Menayangkan gambar/foto/table berikut ini</p>  <p>❖ <b>Mengamati</b></p> <p>Lembar kerja, pemberian contoh-contoh materi/soal untuk dapat dikembangkan peserta didik, dari media interaktif, dsb yang berhubungan dengan <i>memperhatikan fungsisosial, struktur teks, unsure kebahasaan, maupun format penyampaian/penulisan teks deskriptif.</i></p> <ul style="list-style-type: none"> <li>• <i>Peserta didik mengamati gambar dan membaca percakapan antara guru</i></li> </ul>	<p><b>Menit</b></p>
-----------------------------	--	---------------------

dan murid yang terdapat pada buku



❖ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), **(Literasi)** materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan

- *Memperhatikan fungsisosial, struktur teks, unsure kebahasaan, maupun format penyampaian/penulisan teks deskriptif.*

❖ **Mendengar**

Pemberian materi oleh guru yang berkaitan dengan

- *Memperhatikan fungsi sosial, struktur teks, unsure kebahasaan, maupun format penyampaian/penulisan teks*

	<p><i>deskriptif</i></p> <p>❖ <b>Menyimak,</b></p> <p>Penjelasan pengantar kegiatan/materi secara garis besar/global tentang materi pelajaran mengenai :</p> <ul style="list-style-type: none"> <li>• <i>Memperhatikan fungsisosial, struktur teks, unsure kebahasaan, maupun format penyampaian/penulisan teks deskriptif</i></li> </ul> <p>Untuk melatih kesungguhan, ketelitian, mencari informasi.</p>	
Mengorganisasikan peserta didik	<p><b>Menanya</b></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>❖ <b>Mengajukan pertanyaan</b> tentang :</p> <ul style="list-style-type: none"> <li>• <i>Memperhatikan fungsi sosial, struktur teks, unsure kebahasaan, maupun format penyampaian/penulisan teks deskriptif</i></li> </ul>	
Membimbing penyelidikan individu dan kelompok	<p><b>Mengumpulkan informasi</b></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan menyaksikan banyak contoh fungsi sosial, struktur teks, unsure kebahasaan, maupun format</li> </ul>	

	<p>penyampaian/penulisan teks deskriptif dalam bahasa Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>• Siswa menirukan contoh-contoh fungsi sosial, struktur teks, unsure kebahasaan, maupun format penyampaian/penulisan teks deskriptif dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) maupun format penyampaian penulisan teks deskriptif.</li> </ul>	
Menganalisa & mengevaluasi proses pemecahan masalah	<p><b>Mengasosiasikan</b></p> <ul style="list-style-type: none"> <li>• Setiap kelompok siswa saling menganalisis (membandingkan) hasil kerja kelompok lain.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan</li> </ul>	
<p><b>Catatan :</b>  <b>Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</b></p>		
<b>Kegiatan Penutup</b>		
Peserta didik	<ul style="list-style-type: none"> <li>• Membuat rangkuman/simpulan pelajaran.tentang point-point penting yang</li> </ul>	<b>15 Menit</b>



	<p>muncul dalam kegiatan pembelajaran yang baru dilakukan.</p> <ul style="list-style-type: none"> <li>• Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> </ul>	
Guru	<ul style="list-style-type: none"> <li>• Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan proyek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian proyek.</li> <li>• Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik</li> <li>• Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).</li> <li>• Mengagendakan pekerjaan rumah.</li> </ul> <p>Menyampaikan rencana pembelajaran pada pertemuan berikutnya</p>	

## G. PENILAIAN HASIL PEMBELAJARAN

### 1. Teknik Penilaian

#### a. Sikap (spiritual dansosial)

- Observasi

Nama Peserta didik : .....

Kelas : .....

Sikap/Nilai	ButirInstrumen	RubrikPenilaian			
		SL	SR	KD	TP
Sikap beriman dan bertakwa dalam kehidupan	a. Melaksanakan ibadah tepat waktu				
	b. Melaksanakan sholat				

masyarakat.	berjamaah dengan tertib c. Berdoa sebelum belajar dengan khusyu d. Berdoa setelah belajar dengan khusyu e. Memperingati hari besar agama				
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**b. Pengetahuan**

- Tes tertulis
- Penugasan

No	Nama	ASPEK YANG DINILAI			
		Pay attention of the teacher's explanation	Understanding the material	Active in group	Score

**2. Instrumen Penilaian**

- Pertemuan pertama mengerjakan butir soal yang terlampir.

**3. Pembelajaran Remedial dan Pengayaan**

**a. Remedial**

- Pembelajaran ulang

**b. Pengayaan**

- Mengidentifikasi topic, ide pokok dari recount text.

## Panda



Have you ever watch the cartoon movie “Kung Fu Panda”? The panda in the movie is described as a fat animal, love-noodle eater, and Kung Fu master. But the Panda that will be described below is not the Panda who can do Kung Fu like in that movie. Here is the description about Panda.

### 1. Description about Panda

Pandas are bear-like animal which originally live in center and western part of China. Pandas have distinguish features that make them different other species of bear. Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. Those black marks make Pandas unique and different.

Like other species of bear, pandas have a big head, a short tail, rounded ears, and a long muzzle with a big nose. However, pandas’ diet is totally different with other species of bear; in which they prefer bamboos than others. 90% of pandas’ diet consists of bamboos. That is why pandas have adapted their body to help them in eating bamboos. Pandas have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need.

### Question!

Please, summary the text above?

## CYCLE 1 (Post-Test)

Name :

Class :

Direction : Read the text carefully and answer the question



## CHOCOLATE

Have we wondered how to get chocolate from? Well this time we will enter the amazing world of chocolate so we can understand exactly we are eating.

### 1. How chocolate is made

Chocolate starts a tree called cacao tree. This tree grows in equatorial region, especially in place such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of small pineapple. Inside the fruits are the tree's seeds. They are also known as coco beans.

Next, the beans are fermented for a week, dried in the sun. After that they are shipped to the chocolate maker. The chocolate maker start by roasting the beans to bring out the flavour. Different beans from different place have different qualities and flavour. So, they are often shorted and blended to produce a distinctive mix.

The next process in winnowing. The roasted beans are winnoned to remove the meat nib of the cacao bean from its shell. Then the nibs are blended. The blended nibs are ground to make it a liquid. The liquid is called chocolate liquor. It tasted bitter. All seeds contain some amount of fat and cacao beans are not differnt. However, cacao beans are half, which is why the ground nibs from liquid. It is pure bitter chocolate.

Last, the chocolate liquor can be formed in the mold and be frozen. Then, it becomes the chocolate that people usually eat.

### Question

1. What is the name of the chocolate tree?
2. Where is the tree cacao can growth?
3. How long the beans of cacao was fermented for about?
4. What is the text tell us about?
5. Please, summary the text above?

### Answer

1. Cacao
2. South America, Africa, and Indonesia.
3. One week
4. The making of chocolate

## CYCLE 2 (Post-test)

Name :

Class :

Direction : Read the text carefully and answer the question



### MAKASSAR

Makassar is the biggest city, the gateway to Eastern Indonesia. Makassar city is famous for its wealth of historical, cultural and culinary tourism.

#### 1. Makassar City Profile

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8'S 119°25'E, on the southwest coast of the island of Sulawesi, facing the Makassar strait. Its area is 175.77 km<sup>2</sup> and has population of around 1.4 million.

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar the third largest indoor theme park in the world and the Karebosi Link the first underground shopping center in Indonesia.

#### 2. Makassar's Special Food

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule.

In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

Question

1. Where is Makassar located?
2. What is the biggest city on Sulawesi Island?
3. What is the old name of Makassar?
4. What is the most well-known food in Makassar?
5. Please, summary the text above?

Answer

1. Makassar is located on South Sulawesi.
2. The biggest city on Sulawesi Island is Makassar.
3. The old name Makassar is Ujung Pandang
4. The most well-known food in Makassar is Coto Makassar.

## H. Penilaian

Membaca

b. Bentuk Instrumen : Essay

c. Rubrik penilaian

No	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	<b>Total</b>	<b>100</b>

Metro, Oktober 2019

The Collaborator

The Researcher



**RAGILLIA SEPTIANI, S.Pd**  
NIP. 19870925 201101 2 002



**LUTHFIKA RAHMADINI ARIFIN**  
NPM 1501070187

Mengetahui :

Kepala Sekolah SMP N 2 Way Jepara



**Hi. JARKONI, S.Ag**  
NIP. 19690705 200701 1 070

## OBSERVATION SHEET OF TEACHER ACTIVITIES

Cycle : II

Day/ Date : Friday / 01- November -2019

Topic :

Teacher Activity	Good	Enough	Less
1. Pre teaching a. Prepare the lesson plan b. Prepare the media that will be used c. Ability in opening the learning process	✓		
2. While teaching a. Inform the objective of learning b. Guide the students to follow the lesson c. Explain the material clearly d. Motivate the students to ask e. Practice the students to answer the question about the material	✓		
3. Post teaching a. Conclude the result of learning b. Close the learning activity	✓		

Note:

- Tick (✓) for each positive activity

Metro, Oktober 2019

**The Collaborator**

**The Researcher**



**RAGILLIA SEPTIANI, S.Pd**  
NIP. 19870925 201101 2 002

**LUTHFIKA RAHMADINI ARIFIN**  
NPM 1501070187

## OBSERVATION SHEET OF TEACHER ACTIVITIES

Cycle : I

Day/ Date : Friday / 25-October-2019

Topic :

Teacher Activity	Good	Enough	Less
1. Pre teaching a. Prepare the lesson plan b. Prepare the media that will be used c. Ability in opening the learning process	✓		
2. While teaching a. Inform the objective of learning b. Guide the students to follow the lesson c. Explain the material clearly d. Motivate the students to ask e. Practice the students to answer the question about the material	✓		
3. Post teaching a. Conclude the result of learning b. Close the learning activity	✓		

Note:

- Tick (✓) for each positive activity

Metro, Oktober 2019

**The Collaborator**

**The Researcher**



**RAGILLIA SEPTIANI, S.Pd**  
NIP. 19870925 201101 2 002

**LUTHFIKA RAHMADINI ARIFIN**  
NPM 1501070187



### ATTENDANCE LIST OF PRE-TEST

Class : VIII A

Date : 22 - October - 2019

NO	NAME	SIGNATURE
1.	SHELA NABILA PUTRI	1.
2.	SEIIA	2.
3.	Alasywa PUTRI	3.
4.	RIJAL ARIE WIJAYA	4.
5.	LEODY DIVA SAPUTRA	5.
6.	ADITJA ERANINGSYAH	6.
7.	FAJAR ARDIANSYAH	7.
8.	WAHYU KRISNA PUTRA	8.
9.	AHMAD DHANI SAPUTRA	9.
10.	RIDHO TIKWA PRATAMA	10.
11.	Deni Nur wahid	11.
12.	ALAN RIZKI FAJAR H	12.
13.	EEMAS FERDIANSYAH	13.
14.	Fazri Nurda Pratama	14.
15.	RIYANU ADI PRATIYA	15.
16.	RIZKI RIVALDO	16.
17.	DEMI PRAYOGO	17.
18.	JAYA ANUGERAH . S	18.
19.	M. nabil abdillah	19.
20.	TRI Lestari	20.
21.	DELLA APRIYANI	21.
22.	SITI FATIMAH	22.
23.	REVINAFIA NURLITA	23.
24.	DESTI ERLITA	24.
25.	VERA APRIYAN	25.

26.	FELISA MAHARANI	26.	<i>[Signature]</i>
27.	ASMA FATINAH	27.	<i>[Signature]</i>
28.	Alvina Saharani	28.	Alvina
29.	<del>ST</del>	29.	
30.	TAUFIK HIDAYAT	30.	<i>[Signature]</i>
31.	Shahlu Aprilia	31.	<i>[Signature]</i>
32.	Riska Gusniati	32.	<i>[Signature]</i>
33.	INDAH KARTIKA SARI	33.	<i>[Signature]</i>
34.	WINDI SABELLA	34.	<i>[Signature]</i>
35.	Putri Ayu Adellia	35.	<i>[Signature]</i>
36.		36.	

Metro, Oktober 2019

The Collaborator

The Researcher

*[Signature]*

*[Signature]*

**RAGILLIA SEPTIANI, S.Pd**  
**NIP. 19870925 201101 2 002**


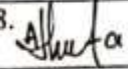

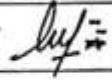
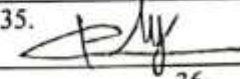
**LUTHFIKA RAHMADINI ARIFIN**  
**NPM 1501070187**

## ATTENDANCE LIST OF POST TEST CYCLE 1

Class : VIII A

Date : 25-October-2019

NO	NAME	SIGNATURE
1.	SHEILA NABILA PUTR	1.
2.	SEILA	2.
3.	<del>XXXXXXXXXX</del> Nasyauna PULET	3.
4.	<del>RIJAL</del> RIJAL ABIF WIJAYA	4.
5.	LEODY DIVA SAPUTRA	5.
6.	ADITYA FIRMANSYAH	6.
7.	FAJAR ARDIANSYAH	7.
8.	WAHJU LERISNA PUTRO	8.
9.	AHMAD DHANI SAPUTRA	9.
10.	RIDHOTIKWA PRATAMA	10.
11.	Deni Nur wahid	11.
12.	ALAN RIZKI FAJAR H	12.
13.	FEMAS FERDIANSYAH	13.
14.	Fanni Nanda Pratama	14.
15.	RIZKI RIWALDO	15.
16.	RIVANU ADI PRASTIYU	16.
17.	DENI PRAYOGO	17.
18.	Jawa anugerah .5	18.
19.	m. nabii abdillah	19.
20.	TRI Lestari	20.
21.	DELLA APRIYANI	21.
22.	SITI FATIMAH	22.
23.	REVINA FIA NURLITA	23.
24.	DESTI ERLITA	24.
25.	VERA APRIYANI	25.

26.	FELISA MAHARANI	26.	
27.	ASMA FATINAH	27.	
28.	ALVINA SAHARANI	28.	
29.	RISKA GUSNIATI	29.	
30.	TAUFIK HIDAYAT	30.	
31.	SHAHLU APRILIA	31.	
32.	<del>INDAH</del>	32.	
33.	INDAH KARTIKA SARI	33.	
34.	WINDI SABELLA	34.	
35.	PUTRI ANU ADELIA	35.	
36.		36.	

Metro, Oktober 2019

The Collaborator

The Researcher



**RAGILLIA SEPTIANI, S.Pd**  
NIP. 19870925 201101 2 002



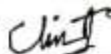





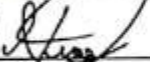
**LUTHFIKA RAHMADINI ARIFIN**  
NPM 1501070187

## ATTENDANCE LIST OF POST TEST CYCLE II

Class : VIII A

Date : 01 - November - 2019

NO	NAME	SIGNATURE
1.	SEHA	1. <i>duy</i>
2.	SHCLA NABILA PUTRI	2. <i>Shclp</i>
3.	Nasywa Putri	3. <i>ZubP</i>
4.	RIJAL ARIF WIJAYA	4. <i>Rijal</i>
5.	LEODY DIVA SAPUTRA	5. <i>Leody</i>
6.	ADITYA FIRMANSYAH	6. <i>Adi</i>
7.	FAJAR ARDIANSYAH	7. <i>Fajar</i>
8.	VIAHYSCI KRISNA PUTRA	8. <i>Viahy</i>
9.	AHMAD DHANI SAPUTRA	9. <i>Ahmad</i>
10	RIDHO TIWA PRATAMIA	10. <i>Ridho</i>
11.	Deni Nur Wahid	11. <i>Deni</i>
12.	DENI PRAYOGO	12. <i>Deni</i>
13.	ALAN RIZKI FAJAR H.	13. <i>Alan</i>
14.	FELISA MAHARANI	14. <i>Felisa</i>
15.	WINDI SABELLA	15. <i>Windi</i>
16.	INDAH KARTIKA SARI	16. <i>Indah</i>
17.	PUTRI AYU ADEILYA	17. <i>Putri</i>
18.	Alwina Saharani	18. <i>Alwina</i>
19.	ASMA FATINAH	19. <i>Asma</i>
20.	Shahlu Aprilia	20. <i>Shahlu</i>
21.	RISKA GUSNIATI	21. <i>Riska</i>
22.	REVINA FIA NURLITA	22. <i>Revina</i>
23.	SITI FATIMAH	23. <i>Siti</i>
24.	TRI LESTARI	24. <i>Tri</i>
25.	DELLAK APRIYANI	25. <i>Dellak</i>

26.	Jawa anugelah sciciwan	26.	
27.	Muhammad Nabil Abdillah	27.	
28.	RIYANU ADI PRASTIYA	28.	
29.	RIZKI RIVALDO	29.	
30.	TAUFIK HIDAYAT @	30.	
31.	FEMA. FERDI A W SVA	31.	
32.	Fazri Nanda Pratama	32.	
33.		33.	
34.		34.	
35.		35.	
36.		36.	

Metro, Oktober 2019

**The Collaborator**

**The Researcher**



**RAGILLIA SEPTIANI, S.Pd**  
NIP. 19870925 201101 2 002



**LUTHFIKA RAHMADINI ARIFIN**  
NPM 1501070187

## OBSERVATION SHEET OF STUDENTS' ACTIVITIES (CYCLE I)

School : SMP N 2Way Jepara

Class/ Semester : VIII/ I

Day/Date/Cycle :

No	Name	Indicators				
		Pay attention of the teacher's explanation	Asking question summarizing	Understanding the material	Ask/answer the question from the teacher	Following teacher instruction
1.	AF	-	✓	-	✓	-
2.	AD	✓	-	✓	✓	-
3.	AR	-	✓	✓	-	✓
4.	AS	✓	-	-	✓	-
5.	AF	✓	✓	✓	-	-
6.	DA	✓	✓	-	-	-
7.	DN	✓	-	✓	-	✓
8.	DP	✓	-	-	-	✓
9.	DE	✓	✓	-	-	-
10.	FA	-	✓	-	✓	✓
11.	FN	-	-	-	✓	✓
12.	FM	✓	✓	✓	-	-
13.	FP	-	-	-	-	✓
14.	IK	✓	✓	✓	-	-
15.	JA	✓	-	-	-	-
16.	LD	-	-	-	✓	-
17.	MN	✓	✓	✓	-	✓
18.	NP	✓	-	✓	✓	-
19.	PA	✓	✓	-	-	-
20.	RF	✓	-	✓	✓	-
21.	RT	✓	-	-	-	✓
22.	RA	-	-	✓	✓	-
23.	RE	✓	-	-	-	-
24.	RA	✓	-	-	-	✓
25.	RR	✓	-	✓	-	✓
26.	SL	✓	✓	-	-	-
27.	SA	✓	✓	-	-	-
28.	SN	✓	✓	-	-	-
29.	SF	✓	-	-	-	✓
30.	TH	-	-	✓	✓	-
31.	TL	✓	-	✓	✓	-
32.	VA	✓	✓	-	-	-

33.	WK	-	✓	-	✓	-
34.	WS	✓	-	✓	-	-
35.						
36.						
<b>Total</b>		25	14	14	13	11
<b>Percentage (%)</b>		71%	41%	41%	38%	32%

Note:

Percentage of students activities:

$$P = \frac{I}{n} \times 100\%$$

**P** = Percentage

**I** = Indicator

**N** = Total of students

Metro, Oktober 2019

**The Collaborator**

**The Researcher**




**RAGILLIA SEPTIANI, S.Pd**  
NIP. 19870925 201101 2 002

**LUTHEIKA RAHMADINI ARIFIN**  
NPM 1501070187



## OBSERVATION SHEET OF STUDENTS' ACTIVITIES (CYCLE II)

School : SMP N 2Way Jepara

Class/ Semester : VIII/ I

Day/Date/Cycle :

No	Name	Indicators				
		Pay attention of the teacher's explanation	Asking question summarizing	Understanding the material	Ask/answer the question from the teacher	Following teacher intruction
1.	AF	✓	-	✓	✓	✓
2.	AD	✓	✓	✓	-	✓
3.	AR	✓	-	-	✓	✓
4.	AS	✓	-	✓	✓	✓
5.	AE	✓	-	-	✓	-
6.	DA	✓	✓	✓	-	✓
7.	DN	✓	-	✓	✓	✓
8.	DP	✓	✓	-	-	✓
9.	DE	✓	-	-	✓	-
10.	FA	✓	-	✓	-	✓
11.	FN	✓	-	✓	-	✓
12.	FM	✓	-	✓	-	✓
13.	FP	-	✓	-	-	✓
14.	TK	✓	✓	-	-	-
15.	JA	✓	✓	✓	-	✓
16.	LD	-	✓	-	✓	-
17.	MN	✓	✓	-	✓	✓
18.	NP	✓	✓	✓	✓	✓
19.	PA	✓	✓	✓	-	-
20.	RF	✓	-	-	-	✓
21.	RT	✓	-	✓	-	✓
22.	RA	-	✓	-	-	✓
23.	RG	-	-	✓	✓	✓
24.	RA	✓	-	✓	✓	✓
25.	RR	✓	✓	-	-	✓
26.	JL	✓	-	-	✓	✓
27.	JA	✓	✓	-	-	-
28.	JN	✓	✓	-	-	-
29.	JF	✓	✓	-	-	✓
30.	TH	✓	-	-	✓	-
31.	TL	✓	-	-	✓	-
32.	VA	✓	-	✓	-	-

33.	WK	✓	-	✓	-	-
34.	WS	✓	-	-	✓	✓
35.						
36.						
<b>Total</b>		30	15	22	16	25
<b>Percentage (%)</b>		80%	44%	65%	47%	74%

Note:

Percentage of students activities:

$$P = \frac{I}{n} \times 100\%$$

**P** = Percentage

**I** = Indicator

**N** = Total of students

Metro, Oktober 2019

**The Collaborator**



**RAGILLIA SEPTIANI, S.Pd**  
NIP. 19870925 201101 2 002

**The Researcher**



**LUTHFIKA RAHMADINI ARIFIN**  
NPM 1501070187



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3045/In.28.1/J/TL.00/09/2019  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA SMP N 2 WAY JEPARA  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **LUTHFIKA RAHMADINI ARIFIN**  
NPM : 1501070187  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **THE USE OF TITLE, HEADING, INTRODUCTION, EVERY FIRST SENTENCES, VISUAL, ENDING, AND SUMMARY (THIEVES) STRATEGY TO IMPROVE READING COMPREHENSION AT THE EIGHTH GRADERS OF SMP N 2 WAY JEPARA**

untuk melakukan *pra-survey* di SMP N 2 WAY JEPARA.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 September 2019  
Kepada Jurusan  
Tarbiyah dan Ilmu Keguruan  
Pendidikan Bahasa Inggris  
  
Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014



PEMERINTAH KABUPATEN LAMPUNG TIMUR  
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  
SMP NEGERI 2 WAY JEPARA  
TERAKREDITASI : B



NSS : 201120402036 NIS : 201360 NPSN : 10811017  
Jln. Sriwijaya No. 07 Sriwangi, Kec. Way Jepara, Kab. Lampung Timur Telp. (0725) 640062 Kp. 34196

**SURAT KETERANGAN**

Nomor : 400/039/15.SK/SMPN 2 WJ/2019

Yang bertanda tangan dibawah ini kepala SMP Negeri 2 Way Jepara, kabupaten Lampung Timur menerangkan bahwa :

Nama : LUTHFIKA RAHMADINI ARIFIN  
NPM : 1501070187  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE USE OF TITLE, HEADING, INTRODUCTION, EVERY FIRST SENTENCE, VISUAL, ENDING, SUMMARY (THIEVES) TO IMPROVE READING COMPREHENSION AT THE EIGHTH GRADERS OF SMP N 2 WAY JEPARA

Memberikan izin untuk melakukan pra-survey di SMPN 2 Way Jepara. Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Way Jepara, 10 Oktober 2019

Kepala SMPN 2 Way Jepara



JHS MARKONI, S. Ag

NIP. 19690705 200701 1 070

Nomor : B-3280 /In.28.1/J/PP.00.9/10/2019

16 Oktober 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
  2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

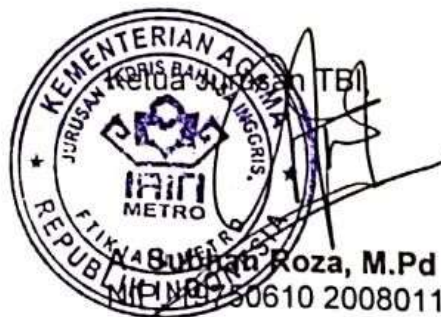
Nama : Luthfika Rahmadini Arifin  
NPM : 1501070187  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : The Use Of Title, Heading, Introduction, Every First Sentence, Visual, Ending, And Summary (Thieves) Strategy To Improve Reading Comprehension At The Eight Graders Of SMP N 2 Way Jepara

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Suherman Roza, M.Pd

0610 2008011049



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-3488/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : LUTHFIKA RAHMADINI ARIFIN  
NPM : 1501070187  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 2 WAY JEPARA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TITLE, HEADING, INTRODUCTION, EVERY FIRST SENTENCE, VISUAL, ENDING, AND SUMMARY (THIEVES) STRATEGY TO IMPROVE READING COMPREHENSION AT THE EIGHTH GRADERS OF SMP N 2 WAY JEPARA".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 28 Oktober 2019

Mengetahui,  
Pejabat Setempat

HI JARKONI, S.Ag  
NIP. 19690705 200701 1 070

Wakil Dekan I,

Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3489/In.28/D.1/TL.00/10/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
**KEPALA SMP N 2 WAY JEPARA**  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3488/In.28/D.1/TL.01/10/2019, tanggal 28 Oktober 2019 atas nama saudara:

Nama : **LUTHFIKA RAHMADINI ARIFIN**  
NPM : 1501070187  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 2 WAY JEPARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TITLE, HEADING, INTRODUCTION, EVERY FIRST SENTENCE, VISUAL, ENDING, AND SUMMARY (THIEVES) STRATEGY TO IMPROVE READING COMPREHENSION AT THE EIGHTH GRADERS OF SMP N 2 WAY JEPARA".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 28 Oktober 2019

Yth. Dekan I,

*[Signature]*  
Dra. Isti Fatonah MA

19670531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG TIMUR  
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  
SMP NEGERI 2 WAY JEPARA  
TERAKREDITASI : B



NSS : 201120402036 NIS : 201360 NPSN : 10811017

Jln. Sriwijaya No. 07 Sriwangi, Kec. Way Jepara, Kab. Lampung Timur Telp. (0725) 640062 Kp. 34196

**SURAT KETERANGAN**

Nomor : 422/076/11.SK/ 2019

Yang bertanda tangan dibawah ini kepala SMP Negeri 2 Way Jepara, kabupaten Lampung Timur menerangkan bahwa :

Nama : LUTHFIKA RAHMADINI ARIFIN  
NPM : 1501070187  
Semester : 9 (Sembilan )  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE USE OF TITLE, HEADING,INTRDUCTION, EVERY FIRST SENTENCES, VISUAL, ENDING, AND SUMMARY (THIEVES) STRATEGY TO IMPROVE READING COMPREHENSION AT THE EIGHTH GRADERS OF SMPN 2 WAY JEPARA  
Asal Kampus : Institut Agama Islam Negeri (IAIN ) Metro

Memberikan izin untuk melakukan Research di SMP Negeri 2 Way Jepara kab. Lampung Timur.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Way Jepara, 31 Oktober 2019

Kepala SMPN 2 Way Jepara

  
Hi. JARRONI, S.Ag.  
NIP. 19690705 200701 1 070



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**UNIT PERPUSTAKAAN**

**IAIN**  
M E T R O

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA**  
**Nomor : P-1037/ln.28/S/OT.01/12/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : LUTHFIKA RAHMADINI ARIFIN  
NPM : 1501070187  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070187.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Desember 2019  
Kepala Perpustakaan



*[Signature]*  
Drs. Mokhtaridi Sudin, M.Pd.  
NIP. 195808311981031001

## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Wahyika Rahmadini Arifin

NPM : 1501070187

Fakultas : FTIK

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul English Grammar for the Utterly Confused

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Metro,  
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd  
NIP. 197506102008011014

## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Wahyika Rahmadini Arifin

NPM : 1501070187

Fakultas : FTIK

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul English Grammar for the Utterly Confused.

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Ahmad Subhan Roza, M.Pd  
NIP. 197506102008011014



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**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Luthfika Rahmadini Arifin

Jurusan : TBI

NPM : 1501070187

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 7/8 - 19	✓		Ada dapat disetujui mohon	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Mahrus As'ad, M.Ag**  
NIP. 19611221 199603 1 001



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**INSTITUT AGAMA ISLAM NEGERI METRO**

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**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Luthfika Rahmadini Arifin

Jurusan : TBI

NPM : 1501070187

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jum'at 25/10 2019	✓		Keasoprasia	

Mengetahui :

Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**

NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Mahrus As'ad, M.Ag**

NIP. 19611221 199603 1 001



# KEMENTERIAN AGAMA REPUBLIK INDONESIA

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Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id) website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

## FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : Luthfika Rahmadini Arifin

Fakultas/Jurusan : FTIK/TBI

NPM : 1501070187

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jumat/20-12-2019	✓		Revise Definition of Reading comprehension Ability - Revise Teaching Reading in SMP - Revise the Assessment of Reading comprehension Ability	
	Senin/23-12-2019	✓		- Revise chapter 2 - Explain more about Ability of Reading Comprehension.	
	Senin/30-12-2019	✓		- Revise chapter 2 - explain more about the steps Reading Comprehension of THIEVES Strategy.	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Mahrus As'ad, M.Ag**  
NIP. 19611221 199603 1 001



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## FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : Luthfika Rahmadini Arifin

Jurusan : TBI

NPM : 1501070187

Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jumat/10-01-2020	✓		Revise chapter II - Explain more about Teaching English in Grade VIII Junior High School - The steps Reading Comprehension of THIEVES strategy	
	Selasa/19-01-2020	✓		Revise chapter III - Revise steps of Cycle I & Cycle II  Pembacaan Orkener: Ace of my asah	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Mahrus As'ad, M.Ag**  
NIP. 19611221 199603 1 001



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IAIN METRO**

Nama : Luthfika Rahmadini Arifin

Jurusan : TBI

NPM : 1501070187

Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 24 - 04 - 2019		✓	Rearrange the little reuse background of story, please insert the reason you chose this topic in your research!	
	Rabu 15 - 05 - 2019		✓	revise problem identification.	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harva, M.Pd**  
NIP. 19830511 200912 2 004



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**INSTITUT AGAMA ISLAM NEGERI METRO**

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**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Luthfika Rahmadini Arifin

Jurusan : TBI

NPM : 1501070187

Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 19/6-19		✓	Acc ch-I Continue to ch-II	
	Kamis. 10/7-19		✓	Acc ch-II Continue to ch-III	
	Kamis 1/8-19		✓	Revise technique of writing	
	Kamis 15/8-19		✓	Acc ch-III Continue to 1st Advisor	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harva, M.Pd**  
NIP. 19830511 200912 2 004





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## FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : Luthfika Rahmadini Arifin

Jurusan : TBI

NPM : 1501070187

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jum'at 27/9-19.		✓	Revise IPD	
	Jum'at 25/10-19		✓	Aec IPD	

Mengetahui :

Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 200912 2 004



FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Luthfika Rahmadini Arifin  
NPM : 1501070187

Fakultas/Jurusan : FTIK/TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jum'at 22/11-19		✓	Revise ch. 10	
	Jum'at 29/11-19		✓	Revise table 9	
	Jum'at 6/12-19		✓	Revise grammar.	
	Jum'at 20/12-19		✓	Acc ch. 14.	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 200912 2 004

## **CURRICULUM VITAE**



The writer was born in Taman Bogo, on January 28, 1997. Her name is Luthfika Rahmadini Arifin. She is the daughter of Mr. Jainal Arifin and Mrs. Waspari Kadarsih. She has one sister her name is Titian Rahmadia Arifin. She lives in Mekar Jaya Bandar Sribhawono East Lampung.

She began her study at Kingdergarten School at TK PGRI Sadar Sriwijaya Bandar Sribhawono, on 2003-2004. After that, she continued on Elementary School at SD N 2 Sadar Sriwijaya Bandar Sribhawono, on 2004-2009 and Junior High School at MTs Darul A'mal Metro, on 2009-2012. Furthermore, in period of 2013-2015 she continued her study at Senior High School at SMK Darul A'mal Metro.

After she graduated from Senior High School, she choose IAIN Metro to continue her education. She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies Metro (2019).