

**AN UNDERGRADUATE THESIS**

**THE USE OF THIEVES STRATEGY TO INCREASE STUDENTS READING  
COMPREHENSION AT EIGHTH GRADE IN MTs ANNUR  
BANDAR JAYA CENTRAL LAMPUNG  
IN ACADEMIC YEAR 2017/108**

**BY:  
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ST. NUMBER. 13106397**



**Tarbiyah and Teacher Training Faculty  
English Education Department**

**STATE ISLAMIC INSTITUTE OF METRO  
1439 H/ 2018**

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Presented as a partial fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

**By :**

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English Education Department**

**Sponsor : Dr. Widhiya Ninsiana, M.Hum**

**Co-Sponsor : Ahmad Subhan Roza, M.Pd.**

**STATE ISLAMIC INSTITUTE OF METRO  
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**THE USE OF THIEVES STRATEGY TO INCREASE STUDENTS READING  
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IN ACADEMIC YEAR 2017/2018**

**ABSTRACT**

**By :  
Ahmad Fuad Shidiq**

The main goal of this research is to find out whether the use of thieves strategy could improve the students' reading comprehension of the eight grade in MTs Annur Bandar Jaya Central Lampung in Academic year 2017/2018.

This research is classroom action research, it was a research where the researcher who want using this research must be involved the processing of learning directly, and then after the researcher conducted the last cycle the researcher made the conclusion that the research has been done. The classroom action research conducted in MTs Annur Bandar Jaya Central Lampung by the two cycles. In this research each cycle is consist of planning, acting, observing, and reflecting. The subjects of this research were 24 students (VIII C grade) of the eighth grade in MTs Annur Bandar Jaya Central Lampung in Academic Year 2017/2018. In collecting of data research is used the test (pre-test, post test 1 and post test 2), observation, documentation, and field note.

The finding of the research was thieves strategy could increase the students' reading comprehension at the eighth grade of MTs Annur Bandar Jaya Central Lampung. This fact can be showed from their average score in pre-test were 57.08, in post test 1 71,25 and became 80,83,5 in post test 2. It means that there was significant improvement of using Thieves Strategy on students' reading comprehension of eighth grade of MTs Annur Bandar Jaya Central Lampung in Academic Year 2017/2018. The conclusion that thieves strategy is one of method that can be used to increase students' comprehension in understanding English text.

**Keywords:** Reading Comprehension, Thieves Strategy.

**PENGUNAAN STRATEGI THIEVES UNTUK MENINGKATKAN  
KEMAMPUAN PEMAHAMAN MEMBACA SISWA KELAS VIII  
DI MTs ANNUR BANDAR JAYA LAMPUNG TENGAH  
TAHUN PELAJARAN 2017/2018**

**ABSTRAK**

**Oleh:  
Ahmad Fuad Shidiq**

Tujuan penelitian ini adalah untuk menemukan apakah Strategi Thieves dapat meningkatkan kemampuan pemahaman membaca siswa kelas VIII di MTs Annur Bandar Jaya Lampung Tengah Tahun Ajaran 2017/2018

Penelitian ini adalah penelitian tindakan kelas, dimana seseorang peneliti yang ingin melakukan penelitian ini harus secara langsung mengamati proses pembelajaran secara langsung, dan kemudian setelah peneliti menyelesaikan siklus terakhir maka peneliti dapat membuat kesimpulan bahwa penelitian nya telah selesai. Penelitian tindakan kelas ini telah dilaksanakan di MTs Annur Bandar Jaya Lampung Tengah melalui dua siklus. Dalam penelitian ini setiap siklusnya terdiri dari perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah 26 siswa (kelas VIII) MTs Annur Bandar Jaya Lampung Tengah TA 2017/2018. Dalam pengumpulan data penelitian menggunakan, tes (pre-test, post test I and post test II), obsevasi, dokumentasi, dan catatan lapangan.

Temuan penelitian ini adalah Strategi Thieves dapat meningkatkan kemampuan pemahaman membaca siswa kelas VIII MTs Annur Bandar Jaya Lampung Tengah. Fakta ini dapat dilihat dari nilai rata-rata siswa pada pre-test 57,08, pada post test I 71,25 dan menjadi 80,83 pada post test II. Hal ini menunjukan bahwa terdapat peningkatan yang signifikan dengan menggunakan Strategi Thieves terhadap kemampuan pemahaman membaca siswa di kelas delapan Strategi Thieves TA 2017/2018. Kesimpulanya bahwa Strategi Thieves adalah salah satu metode yang dapat digunakan untuk meningkatkan pemahaman siswa dalam memahami teks bahasa inggris.

**Kata Kunci :** Pemahaman Membaca, Strategi Thieves.



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**APPROVAL PAGE**

Title : THE USE OF THIEVES STRATEGY TO INCREASE  
STUDENTS READING COMPREHENSION AT EIGHTH  
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**NOTA DINAS**

Nomor :  
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Kepada Yth,  
Dekan Fakultas Tarbiyah dan IlmuKeguruan  
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*Assalamualaikum Wr.Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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STUDENTS READING COMPREHENSION AT EIGHTH  
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LAMPUNG IN ACADEMIC YEAR 2017/2018

Sudah dapat kami setuju dan dapat diajukan untuk di munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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**NOTIFICATION LETTER**

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To: The Honorable the  
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Teacher Training State Institute For  
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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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LAMPUNG IN ACADEMIC YEAR 2017/2018

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr.Wb*

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An undergraduate thesis entitled : THE USE OF THIEVES STRATEGY TO INCREASE STUDENTS READING COMPREHENSION AT EIGHTH GRADE IN MTS ANNUR BANDAR JAYA CENTRAL LAMPUNG IN ACADEMIC YEAR 2017/2018

Written by Ahmad Fuad Shidiq, Student Number :13106397, English Education Department Had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on: January 9<sup>th</sup>, 2018 at 10:00-12:00.

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## STATEMENT OF RESEARCH ORIGINALITY

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Department : English Education

Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Bandar Jaya, January 2018.



AHMAD FUAD SHIDIQ  
ST. NUMBER. 13106397

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Bandar Jaya, January 2018.



AHMAD FUAD SHIDIQ  
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## MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ {1} خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ {2} اقْرَأْ وَرَبُّكَ الْأَكْرَمُ {3}

*Recite by (calling) the name of your created god, He has created man from a clot of blood, Read, and your Lord is the most gracious (Al-A'alq: 1-3).*

## DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. Allah SWT, the Most Gracious, the Most Merciful, who has taught us with pen and has taught human beings of what they do not know.
2. My beloved family, father Mr. Sarno S.Pd.I (Past a way), mother Mrs. Siti Wakhidatun, brother Ahmad Lutfi Aulia who always support me in their perfect love. Thanks for everything, because you bring to me is nothing compare.
3. My guide lecturers Ahmad Subhan Roza M.Pd, Dr. Widhiya Ninsiana M.Hum.
4. The big Family of Dinastie Putuwarja
5. My beloved friends BOLOKUROWO (Dwi Rizal Aziz, Dhoni Aditya, Febri Sursam Putra, Kevin Pradhana Putra, Toni Alvian) and All of Brotherhood English Education Departmen 2013 that always give me a lot of motivation and push me up until I was finish this research.
6. All the beloved friends in class C.
7. My lovely college; State Institute for Islamic Studies IAIN Metro.

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Glory be to Allah SWT, The Most Gracious, The Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the writers that we could accomplish this an undergraduate thesis. May peace will not stop to be upon our idol, the one perfect human, Prophet Muhammad SAW, His family and His companions.

This undergraduate thesis entitles "Using Title,Headings,Introduction,Every First Paragraph,Visuals And Vocabulary,End Of Chapter Question,Summary (Thieves) Strategy To Increase Student Reading Comprehension At Eighth Grade In MTs Annur Bandar Jaya Central Lampung". The writer can not stay alone, there were many persons who contributed their meaningful hands in accomplishing this undergraduate thesis that the writers could not mention one by one. Our big thanks goes to Mrs. Dr. Widhiya Ninsiana, M.Hum and Mr. Ahmad Subhan Roza M.Pd as sponsor and co-sponsor, may Allah SWT gives their better reward for their spending time to support and guide during undergraduate thesis writing process. Our deepest gratitude goes to our parent and all family who are never tired to empower our spirit.

Furthermore, the writer also would like to express our thanks to the honorable lecturers of English Education Department and the students of English Education Department who become a good partner in studying English.

No one is perfect. The writers do apologize for all mistakes we have made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Bandar Jaya, January 2018.  
The writer

AHMAD FUAD SHIDIQ  
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## **CHAPTER I**

### **BACKGROUND OF RESEARCH**

#### **A. Background of Research**

Language is a tool of communication with the others people . We know that without language, people can not interact with the others. By language, people can share their experiences, their feelings, and their needs to each other by spoken or written. Many languages are used in this world, one of them is English. English is a universal language. The language is commonly used in several international events such as sports, conferences, meetings between countries of English serve as the main language. English is also used as a standard language in the field of tourism air and sea transportation.

Moreover,in Indonesia English becomes the first foreign language that should be learned by the students. Learning English as the first foreign language is not easy, because English is only used in the classroom when the students study it. They seldom use English in their daily life. This conditions occur in our country because in Indonesia always use mother tongue in their daily activity.

Therefore, the English language learners should be master four skills in language. The four skills that must be mastered by English language learners are Listening, Speaking, Writing, and Reading. Reading is one skills that the students have mastered. Through reading, the learners will be easy to get the meaning, information, knowledge, and idea from sources they read, such as science, technology, and culture.

Meanwhile, in Junior high school, reading is the main activities. Most of the material in Junior high school is about 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 questions about the text. They are 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.

Furthermore, pre survey result had done on may 30<sup>th</sup>, 2017 at The Eight Grade of Mts An-nur Bandar Jaya in academic year 2017/2018. The result of the test can be seen on the following table below:

**Table 1**  
**The Students' Pre-Survey Score**  
**at The Eight Grade of Junior High School of Mts An-nur Bandar Jaya**

NO.	NAME	SCORE	CATEGORY
1.	AAD	25	INCOMPLETE
2.	AFH	25	INCOMPLETE
3.	APA	30	INCOMPLETE
4.	A	60	INCOMPLETE
5.	AN	50	INCOMPLETE
6.	BTI	75	COMPLETE
7.	DAH	70	INCOMPLETE
8.	DKA	80	COMPLETE
9.	DYS	85	COMPLETE
10.	DA	25	INCOMPLETE
11.	FA	40	INCOMPLETE
12.	FS	60	INCOMPLETE
13.	FAA	70	INCOMPLETE
14.	JS	25	INCOMPLETE
15.	LEF	80	COMPLETE
16.	MA	70	INCOMPLETE
17.	MI	30	INCOMPLETE
18.	NRM	30	INCOMPLETE
19.	RMA	90	COMPLETE
20.	RI	70	INCOMPLETE

21.	SS	90	COMPLETE
22.	SA	80	COMPLETE
23.	S	30	INCOMPLETE
24.	VNK	75	COMPLETE

Source : *Pre-survey score take on may 30<sup>th</sup>, 2017*

Based on the data above, the reseacher will devided the score into two categorieis, such as : Complete and Incomplete. The table of two categories as follow :

**Table 2**

**The Result of The Students' Pre-Survey Score  
at The Eight Grade of MTs Annur Bandar Jaya**

NO.	RANGE	FREQUENCY	PERCENTAGE	CATEGORY
1.	$\leq 75$	16	66,67 %	INCOMPLETE
2.	$\geq 75$	8	33,33 %	COMPLETE
<b>TOTAL</b>		<b>24</b>	<b>100 %</b>	

Based on the result above, there is a proof that most of the students have low score in reading comprehension. The data pre-survey showed that 8 students got complete category and 16 students got incomplete category. The grade minimum requirement for English is 75. It means that the students' reading comprehension at the eight grade of Mts Annur Bandar Jaya is still low because many students get score less than 75.

Therefore, from the problem above, it is necesarry for teacher help to increasethe students' comprehension in reading, it needs an appropriate strategy to help them to solve their problems. Actually, there are many strategy that can help students to improve their reading comprehension. It is somehow difficult to improve students' reading comprehension in Junior high

school efficiently. Title, Headings, Introduction, Every first sentence in a paragraph, Visual and Vocabulary, End-of-chapter questions, Summary (THIEVES) strategy by Suzanne Manz is one way to teach students in the use of textbook resources. In this strategy, students learn to preview a chapter or a section of a chapter of textbook in order to organize the chapter's information as they read it. THIEVES are an acronym that reminds students of the place in their textbook in which they will be likely to find information they need to understand the concepts they are learning

Meanwhile, Strategy is one of the important elements for the teacher in order to 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. According to Manz THIEVES is a prereading strategy that sets the purpose for reading using easily remembered acronym.<sup>1</sup> Students learn how to “steal” information from the title, headings, introduction, every first sentence, visual/ vocabulary, endings and summary. And also this strategy can be used in nonfiction text such as; letters, diaries, advertising and descriptions, explanation, and reports.

According to the students problems, the researcher considers that Thieves strategy is one of the ways to teach reading comprehension. This strategy hopefully can make the students have more motivation to read, learn, and comprehend the text in reading.

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<sup>1</sup> Manz, S.L. (2002). A strategy for previewing textbooks: Teaching readers to become THIEVES. *The Reading Teacher*, 55, 434–435.

Based on the description above, the researcher would like to conduct a research entitled Using Tittle Headings Introduction Every first sentence in paragraph Visual and Vocabulary End of chapter question Summary (THIEVES) to increase students reading comprehension at the eight grade of Mts Annur Bandar Jaya in Academic Year 2017/2018.

### **B. Problem Identification**

Based on the background above, the researcher would like to identify the problem as follows :

1. The students think that English is a difficult subject low.
2. The students are not interested in learning reading text.
3. The students ability to understand the meaning a text is still low.
4. The students have difficulties to find the information in the text.
5. The students have low motivation in learning reading text.

### **C. Problem Limitation**

Based on the explanation above, the researcher will do the research using Classroom Action Research (CAR). The researcher limits the research that is the students have difficulties to find the information in the text, the students ability to understand the meaning a text is still low and not interested in learning reading text. So, the researcher will use THIEVES (Tittle Headings Introducton Every first sentence in paragraph Visual and vocabulary End of chapter question Summary) to increase the students' reading comprehension at eight grade of MTs Annur Bandar Jaya.



#### **D. Problem Formulation**

In this research the writer formulates the problem as follows :

“Can Use Tittle Headings, Introduction, Every first sentence in paragraph, Visual and Vocabulary, End of chapter question, Summary (THIEVES) strategy increase students reading comprehension at the eight grade of Mts Annur Bandar Jaya in Academic Year 2017/2018?”

#### **E. Objective of The Research**

The objective of this research is to show that the student increase in reading comprehension by using Thieves reading strategy.

#### **F. Benefit of The Research**

The benefit of this research are :

##### **1. For The Students’**

- a) To increase the result of the students learning, especilally in reading comprehension.
- b) To give motivation for the students to learn reading comprehension.

##### **2. For The Teacher**

To give information to English Teacher if Thieves strategy can be effective to increase the students’ reading comprehension.

##### **3. For The Researcher**

This research can be a new knowledge to teach English better in the future. So, the researcher will know how to teach reading comprehension to the learners.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. The Concept of Reading

##### 1. Definition of Reading

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in. Reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading an academic text, the reader recreates the meaning of the text, together with the author.<sup>2</sup>

Reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/ information (or miss information, absence of information), strategies for processing text, moods, fears and joys all of it.<sup>3</sup>

Reading is a complex cognitive and linguistic process.<sup>4</sup>The word *reading* of course has a number of common interpretations. It may mean reading aloud, a very complex skill, which involves understanding the black marks first and then the production of the right noises.<sup>5</sup>

Reading is a complex undertaking and an impressive achievement, as demonstrated by a century of research. At different historical times, reading has been defined by referring to specific skills such as reading the

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<sup>2</sup> Julian Hermida, *The Importance of Teaching Academic Reading Skills in First-Year University Courses*, (Canada: Algoma University, Vol. 3), p 23.

<sup>3</sup> Constance Weaver, *Reading Process*, (Heinemann: Portsmouth, 2009), p 13.

<sup>4</sup> California State University, *Preparing Teachers to Teach Reading Effectively*, p. 2

<sup>5</sup> Geoffrey Broughton et. al, *Teaching English as a Foreign Language*, (New York: Routledge, 1978). p. 91.

Bible, understanding directions, or answering questions about text. More recently, strategies have been used to describe aspects of reading that involve intentional control and deliberate direction of behavior.<sup>6</sup>

Based on the explanation above the writer concludes that Reading skill is one of skills in English subject, where the students will receive something (example: information and news) after they read a text, and they will understand the content based on a text.

## 2. Models of Reading

### a. The Bottom-up Model

Bottom-up accounts imply that reading is initiated at the “bottom” level of text structure, from discrete, visual units such as graphemes, morphemes, and words. To construct meaning from a text, the reader works her way “upward” to larger level units such as phrases, sentences, paragraphs, and chunks of written discourse.

### b. The Top-down Model

Top-down approaches to understanding reading and reading development contrast with bottom-up views in several crucial respects.

### c. Interactive Models

Grabe and Stoller proposed *modified interactive models*, which account for the automatic processes that the reader carries out “primarily in a bottom-up manner with little interference from other

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<sup>6</sup> Peter Afflerbach, *Clarifying Differences Between Reading Skills and Reading Strategies*, (International Reading Association, Vol 61, 2008). p.364-365.

processing levels or knowledge resources”. For example, a reader may recognize words by perceiving information from graphemes, phoneme, grapheme correspondences, and spelling.<sup>7</sup>

### 3. Reading Principles

- a. Principle 1: Encourage students to read as often and as much as possible.

The more students read, the better. Everything we do should encourage them to read extensively as well as if not more than intensively. It is a good idea to discuss this principle with students.

- b. Principle 2: Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading that is, we should try to help them get as much pleasure from it as possible.

- c. Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

Of course, it is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way.

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<sup>7</sup> John S. Hedgcock, *Teaching Readers of English Students, Texts, and Contexts*, (New York: Routledge, 2009), p. 29

d. Principle 4: Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading.<sup>8</sup>

#### 4. Definition of Reading Comprehension

Reading is the activity to read has a purpose to get the meaning, information, knowledge, and idea from sources they read. If we understand the concept of reading, it can be easy for us to get information or ideas when we read something. So, reading is an activity to know more about something to get information from organizing the ideas of the passage. Reading is a complex process involving a network of cognitive actions that work together to construct meaning.<sup>9</sup>

According to Nunan, reading is an essential skill for learners of English as a second language.<sup>10</sup> For most of these learners, reading is the most important skill to master in order to success in learning English. Students will spend their time to read and get understanding or meaning from the sentence of the texts. In addition, the source of reading will be available in various and different text, the students do not only focus on one kind of the text. In other word, reading comprehension is the understanding about new information of the text by using the knowlegde of the reader.

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<sup>8</sup> Jeremy Harmer, *How to Teach English*, (China: Pearson Education Limited, 2007). p. 101

<sup>9</sup> Linda J. Dorn. *Teaching For Deep Comprehension*. Stenhouse Publishers: Portland Maine. 2005. P.6

<sup>10</sup> Dina Gusvianti and Yuli Tiarina. *Journal of English Language Teaching*, Vol. 1 No. 1, September 2012, Serie C. Padang State University. p.220

If the students have good comprehension of the material that they are reading is to ask the students to retell what has been read. It means that comprehension is the essence of reading because the goal of written language is communication of message.<sup>11</sup> In reading activities, students should have good reading comprehension to get information from the reading text.

Furthermore, Brown states that reading comprehension is primary a matter or important skill to developing, it's very efficient used a strategy to understand something that we read<sup>12</sup>. It's means that the purpose of reading comprehension is to efficiency of Thieves reading strategy.

Moreover, Janette states that Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>13</sup>

Meanwhile, Reading is the practice of using text to create meaning.<sup>14</sup> According to clay, reading is message getting process and comprehension takes place as the reader strives to create meaning.<sup>15</sup>

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<sup>11</sup> Gerald G. Duffy, *Explaining reading : A Resource for teaching concept, skill, and strategies* (New York, London : The gideford press, 2009, P,14.

<sup>12</sup> H. Douglas Brown. *Teaching by principles : and interactive approach to language pedagogy* (New York : San Francisco State University. 2001),P.306.

<sup>13</sup> Janette K. klinger, et., Al. *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York : Unit States Of America, 2007) P.8

<sup>14</sup> Andrew P. Johnson. *Teaching Reading and Writing: A Guidebook For Tutoring And Remediating Students*. New York: Rowman & Littlefield Education. P. 3

<sup>15</sup> Linda J. Dorn. *Teaching For Deep Comprehension*. Stenhouse Publishers: Portland Maine. 2005.p.37

Based on statement above, reading is the activity to read, that has a purpose to get information from the reading material. If we want to learn language especially English, we have to study reading because reading is very important to get information when we learn English as a foreign language.

## 5. Strategies For Reading Comprehension

To be a good reader, we have to a strategy to comprehend a text. Brown explains ten strategies for reading comprehension, there are: identifying the purpose in reading, skimming the text for main ideas, scanning the text for specific information, guess when you are not certain, analyze vocabulary, using grapheme rules and patterns, using efficient silent reading technique for relatively rapid comprehension, using semantic mapping or clustering, distinguishing between literal and implied meanings, and the last is capitalizing on discourse makers to process relationship”.<sup>16</sup>

The strategies for reading comprehension can be explained as follows :

### a. Identifying the purpose in reading

Efficient reading consist of clearly identifying the purpose in reading something. By doing so, the readers know what they are looking for and can weed out potential distracting information. It means, to find out what information would be taken of the text., the readers should determine their purpose in reading.

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<sup>16</sup> H. Douglas Brown. *Teaching by principles : and interactive approach to language pedagogy* (New York : San Francisco State University. 2001),P.306.



b. Skimming the text for main ideas

Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives the reader the advantage of being able to predict the purpose of passage. In other word skimming is reading teh whole text quickly to get main point or main ideas of the text. Furthermore, by skimming the reader can predict the content of the text.

c. Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract spescific information without reading through the whole text.<sup>17</sup> It means, scanning is reading quickly the text to find specific information whithout reading every word in the text.

d. Guess when you are not certain

The teacher can help the learners to become accurate guessers by encouranging them to use effective commpensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them.<sup>18</sup>

e. Analyze Vocabulary

One way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it. Several technique are useful here :

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<sup>17</sup>*Ibid.*, p.308

<sup>18</sup>*Ibid.*, p.309

- 1) Look for prefixes (co-, inter-, un-, etc.) that may give clues.
- 2) Look for suffixes (-tion, -tive, -ally, etc) that may indicate what part of speech it is.
- 3) Look for roots that are familiar.
- 4) Look for grammatical contexts that may signal information.
- 5) Look at the topic for clues.<sup>19</sup> It means, to understand unknown words, the readers can use alternative way such as : analyze prefixes, suffixes, root words, grammatical context, and the topic of the text.

f. Using grapheme rules and patterns

The learners have become acquainted with oral language and have some difficulties in learning English spelling conventions. They may need hints and explanation about certain English orthographic rules and peculiarities. While they can often assume that one-to-one grapheme-phoneme correspondences will be acquired with ease, other relationships might be difficult.

g. Using efficient silent reading technique for relatively rapid comprehension

The intermediate-to-advanced level students need not be speed readers, but it is suggested to increase efficiency by teaching a few silent reading rules.

- 1) The readers don't need to "pronounce" each word to the teacher.

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<sup>19</sup>*Ibid.*, p.310

- 2) Try to visually perceive more than one word at time.
- 3) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.<sup>20</sup>

h. Using semantic mapping or clustering

The teachers can help the students to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.

i. Distinguishing between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demand on readers. Implied meaning usually has to be derived from processing pragmatic information.<sup>21</sup>

j. Capitalizing on discourse makers to process relationship

Many discourse makers in English signal relationship among ideas as expressed through phrase, clauses, and sentences. A clear comprehension of such makers can greatly enhance learners reading efficiency. The types of discourse makers are :

- 1) Anumerative : firstly, secondly, finally, etc.
- 2) Additive : moreover, well, again, etc.
- 3) Logical sequence : so far, as a result, consequently, etc.

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<sup>20</sup>*Ibid.*, p.307

<sup>21</sup>*Ibid.*, p.310

- 4) Explicative : namely, in other words, etc.
- 5) Illustrative : for example.

Based on the explanation above the writer chooses the identifying the purpose in reading. Therefore, It means that identifying the purpose in reading are to find out what information would be taken of the text.

## 6. Level of Reading Comprehension

Barret's Taxonomy identify four levels of reading comprehension, there are :<sup>22</sup>

### a. Literal Recognition or Recall

The literal level is the lowest cognitive level where the reader understands just what the words mean. The information that is stated explicitly in the text is retrieved by the reader in the form given. Such literal information may be the main idea, a set of specific details, or a sequence of events.

### b. Inference Level

This level requires the readers understand the literal information from level one and go beyond it to hypothesize about relationship, unstated ideas, and connection between ideas or events.

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<sup>22</sup> Riswanto. "The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement", International Journal Of Humanities and Social Science (IAIN Bengkulu Indonesia) Vol 4, No.7(1): May 2014,p.227

c. Evaluation Level

It requires the reader to make judgements about the reading or to demonstrate the value.

d. Appreciation Level

It relates to the emotional responses of readers to a text. It also refers to the reader's awareness of the literacy and stylistic techniques used by an author to encourage a reader's emotional response.

Based on the level of reading comprehension above, the researcher will use evaluation level in this research proposal. In this level, the readers or students can make a suggestions, judgements, and conclusion about the text.

It means, interactive model recognize the interaction between down and battom-up model processes occur when the people read a text or the book.

Based on the model of reading comprehension above, the researcher will use the bottom-up model in this research proposal. In this model, the readers or the students can make a best describes learning to read.

## **B. The Concept of Thieves Reading Strategy**

### **1. The Definition of Thieves Reading Strategy**

Thieves is a strategy for previewing textbooks, created by (Suzanne Liff Manz), an educational therapist and instructor at Nassau Community College in Garden City, NY. This activity is said to 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.<sup>23</sup> The Acronym Thieves stands for:

**[T]**itle – Students sometimes skip the title, but it provides valuable information by establishing the topic and the context of the chapter.

**[H]**eadings – Headings indicate the important sections of the chapter. They help students identify the specific topics covered.

**[I]**ntroduction -The introduction provides an overview of the chapter. It may come after the title and before the first heading.

**[E]**very 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.

**[V]**isuals and **[V]**ocabulary – 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.

**[E]**nd-of-Chapter Questions. 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.

**[S]**ummary enhances comprehension and retention of the information and ideas encountered during reading or.

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<sup>23</sup>World Journal of English Language , *The Role of Background Knowledge in Enhancing Reading Comprehension* Vol. 3, No. 4; 2013

Meanwhile, Thieves was developed by Suzanne Manz. 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. THIEVES is an acronym that reminds students of the places in their textbook where they will be likely to find information they need to understand the concepts they are learning.<sup>24</sup> According to Manz (2002:3) 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, endings and summary.<sup>25</sup> Thieves is a strategic approach to previewing text in depth; thieves was developed as a way of helping students activate their background knowledge and make predictions about the content they will be encountering while reading.<sup>26</sup>

Moreover, Gear says that THIEVES strategy is helpful for trying to determine what is important in a piece of information text. This definition emphasizes that THIEVES makes the reading that much easier. Students will find that, after reading the main body of the text, they will be able to find the most important information that they need about text, because they know how to be thieves.<sup>27</sup>

Based on the explanation above, the writer concludes that Thieves help readers to identify important concepts, establish a context for reading, and

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<sup>24</sup>Margot Kinberg, *Teaching Reading In The Content Areas for Elementary school*, (USA, 2007), p.86

<sup>25</sup>*Journal of English Language Teaching*, Vol. 1 No. 1, September 2012, Series C

<sup>26</sup>Sunday Cummins, *Close reading of informational text*, (New York London: The Guildford press, 2013), p.102

<sup>27</sup>Adriane Gear. *Nonfiction Reading Power*, (Canada: Stenhouse Publisher, 2008), p. 91



predict what ideas of the text. And make students easy to understand what a means from the text based on the component of thieves.

## 2. Procedure of The Thieves Reading Strategy

Introduce this activity to students and have them use the following thieves practice sheet (see figure 2.11.). Tell them to see how much information they can “steal” from the chapter or reading assignment before actually reading it.<sup>28</sup>

- |                           |  |
|---------------------------|--|
| Tittle                    | : what does the title tell us ? Let’s think of all the possibilities   |
| Headings                  | : what do the headings tell us ? They are the mini-title of each section. What questions can we make from them that we think the sections will answer ? Let’s also look at the table of content, ask some questions, and make some prediction. |
| Introduction              | : read the chapter introduction if there is one and think about it. Read the first paragraph of normal chapter text as well. Why do we think the author wrote of the text ?  |
| Everything first sentence | : jot down all the facts and ideas about the topic that you think will be helpful for understanding . Create some questions about  |

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<sup>28</sup>Gregory Berry, Ed.D. *Literacy for Learning : A handbook of Content-Area strategies for Middle and High School Teachers* (United Kingdom : Rowman & Littlefield.2014) ,p.49

your own knowledge that you think the might answer.

Visual : let's look at all the diagrams, chart, and pictures. Let's read the captions. Why did the author include them ? Can we think of any questions about them.

End of chapter material : let's look at the end of the chapter to read any summaries (don't ever forget to read the summary! It will save a lot of time) and to see which questions the author thought were important . This can help us focus on what the author's purpose is. Let's try to guess the answer to a few questions using the information we have gathered so far. Write down a couple questions that look important. Also, we should notice every boldface or italicized word, especially if it is a new word or has a new meaning in the subject area. Look at any other text clue that might strengthen your initial idea. (i.e make you a richer thief)

Summarize : now. Lets ask why we are reading this text. Why might i be interested in it ? How might it connect to my life? Why does the teacher or our state want me to know this? Why did the

author take the time to write this ? For money  
 ? To teach us about the topic ? For artistic  
 expression ? To improve my life somehow ?  
 For future classes.

### **3. The Implementation of Thieves Reading Strategy**

The Implementation of Thieves becomes an integral step in reading textbook chapters and other expository selections throughout the course of the year. During preliminary applications of Thieves, students are encouraged to highlight what the preview. This intensifies the process, adding an active sensory component. It also enables the teacher or professor to monitor student application, even when the preview is completed independently within a large group.<sup>29</sup>

Recently, a student in my college reading class credited his perfect score on an exam in his criminal justice course to Thieves. He had applied the strategy toward his independent reading of assigned textbook chapters during the previous weeks. He beamed when he noted the irony of being such an adept “thief” in a class that focused on the law. He explained how he had to overcome some initial resistance to applying the technique because he didn’t want to take extra time. Fortunately, his new-found commitment to his studies enabled him to get past that concern. This was the first time he had ever read and digested the content of a textbook completely on his own.

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<sup>29</sup>Manz, S.L. (2002). A strategy for previewing textbooks: Teaching readers to become THIEVES. *The Reading Teacher*, 55, 434–435.

#### 4. The Purpose of Thieves Reading Strategy

Active prior knowledge identify key ideas and themes draw inferences from text analyze and interpret features, in othe hand thieves is to steal new information the text by title.<sup>30</sup> Heading, introduction, every first sentence, visual and vocabullary, end of chapter, summary (thieves) . beside that the students, there are going to learn to get into textbooks and “ steal “ the information from the text, in other words, they are going to be thieves. To do this, they need to learn and look. You can adapt this introduction to meet the needs of your students and focus on your particular content area.

#### 5. The Benefits of Thieves Reading Reading

Students from elementary levels to young adult in college level reading course have learned and aplly the thieves . the strategy embody the essential of insentife reading preview and readily applicable to wide range of expository material. Thieves is enjoyable to teach, and it is gratifying to watch students independently apply it and benefit from its use throught the school year. I suspect it may well be the only time we find ourselves professing the benefits of a criminal mind to our students.<sup>31</sup>

Based on the concept of THIEVES, the advantages of this strategy are students have learned where to look for the most important information in their textbooks, they can then focus their attention onthose resources. It can be clarified in the following points:

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<sup>30</sup>*Ibid.*,p.49

<sup>31</sup>*Ibid.*, p.434-435

- a. This allows students to organize what they are reading
- b. This makes more efficient use of their reading time.
- c. This organization also empowers students to deepen their reading comprehension.
- d. Since they will already have schema with which they can associate what they read.

Provides students with a scaffold for active reading, whether they are reading independently or with coach. From text above the researcher can conclude if the students can be easy in learning process and to find information from the text. *Second*, it is a way to get students to build extensive knowledge of the text even before students make connections and predictions based on prior knowledge and clues found within the text.

This strategy is very effective in improving student's comprehension of what they read because the students know main idea and information of the text before learning process.

#### **6. The weakness of Thieves Reading Strategy**

- a. The students hard to find answer based on the information.
- b. Need a long time in implementation, if the question need a long time in implementation, if the question is so difficult and also less information by students
- c. It can not for all education level for more effective.

**C. Action Hypothesis**

In this research, the hypothesis may be stated as follow: Using Tittle Headings Introduction Every first sentence in paragraph Visual and Vocabulary End of chapter question Summary (THIEVES) can increase student reading comprehension at the eight grade of MTs Annur Bandar Jaya in Academic Year 2017/2018.”

### CHAPTER III RESEARCH METHOD

#### A. Research Setting

The kind of this research is Classroom Action Research. According to Hendricks, Action research is a powerful tool for studying and improving one's practice.<sup>32</sup> Furthermore, McNiff, Action research is a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.<sup>33</sup> It means that, action research is an activity to practice and analyze the students comprehension about the material using action in the class.

This research would conduct in MTs An-nur Bandar Jaya. The reseacher conduct this research at eight class of MTs An-nur Bandar Jaya.

However, the researcher was chosen VIIC class at MTs An-nur Bandar Jaya because most of the students ability in reading comprehension was still low. This was based on the result of Pre-Survey at the eight of MTs An-nur Bandar Jaya. The total of the students were :

**Table 3**  
**The Subject of the Research**

No	Class	Sex		Total
		Male	Female	
1.	VIII C	12	12	24

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<sup>32</sup>Ary Donald, et.al, *Introduction To Research In Education*, (USA : wardsworth Cengage Learning, 2010), p.512

<sup>33</sup> McNiff, Jean & Whitehead, Jack. *Action Research : Principle And Practice*. London & New York: Routlegde Falmer. P.15

## B. Subject and Object of Research

The subject of this research is the students' of eight class of MTs An-nur Bandar Jaya. The researcher was chosen the eight class. This class was consist of 24 students.

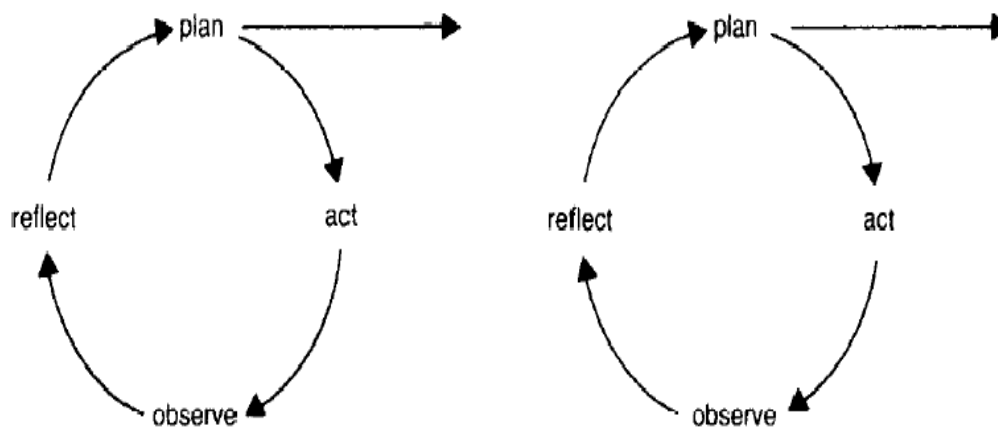
The object of this research is the students' reading comprehension. The researcher need a collaborator. The collaborator oh this research is Apri Mahendra Putra,M.Pd.

## C. Action Plan

In this classroom action research, there were four steps in each which have relationship one another. The steps were planning, acting, observing, and reflecting. Those steps could be seen in the following design :

**Figure 1**

Here in steps classroomaction research design :



**Jean McNiff's Model<sup>34</sup>**

From the illustrate above, the explanation about four steps of action research produce were conducted in each cycle :

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<sup>34</sup>*Ibid.*, p.41



## 1. Cycle 1

### a. Planning

Planning is the first steps in the research. Without planning the research that the researcher was not be focus. Planning was the prepare before the researcher did this action. In this step, the researcher prepared some learning equipment such as :

- 1) The researcher prepared the lesson plan for the English learning process.
- 2) The researcher prepared the material of reading Descriptive text.
- 3) Students answer the question about Descriptive text
- 4) Researcher was explained definition, and generic structure of Descriptive text.
- 5) The Researcher was showed to students example Descriptive text.
- 6) The Researcher was explaind about THIEVES strategy before students read the text.
- 7) The Researcher wrote the component of Thieves on whiteboard.

### b. Acting

Acting is the second step in the action research. It was the implementation about the planning. The step was taken by the researcher in the action were as follows :

- 1) Pre Teaching activities

- a) Greeting and praying together with the students.
- b) The researcher was checked the attendance list.
- c) The researcher was asked the students condition.

c. Main Teaching Activities

The researcher Teacher was explained definition, generic structure an language feature of Descriptive text. Teacher shows students example Descriptive text. Teacher explains about THIEVES strategy before students read the text.

d. Observing

The researcher asked, answered the teachers' question, and gave explanation. The observer noticed the important thing teaching learning process.

e. Reflecting

Reflecting was the last step of this process. The researcher analyzed and discussed the result of observation during teaching process. In this step, the researcher used the data from evaluation to make increasing for the second cycle.

If the cycle 1 was not successful, the researcher should conduct to cycle II. The result of cycle 1 for evaluation material and for reflection to the second research. The minimum research in classroom action research was two cycle. If form cycle II all of students were successful, the cycle could be stop in cycle II only.

## 2. Cycle II

### a. Planning

- 1) The researcher identified the problem and found the problem from the first cycle.
- 2) The researcher arranged the detail planned about the action on cycle II.
- 3) The researcher prepared the lesson plan for the learning process.
- 4) The researcher gave the example of reading descriptive text.
- 5) The researcher explained about THIEVES strategy before students read the text.
- 6) The researcher wrote component of Thieves on whiteboard

### b. Acting

This stage was the implementation about the planning of cycle II. The steps taken by the researcher in the action were as follows :

- 1) Pre Teaching activities
  - a) Greeting and praying together with the students.
  - b) The researcher checked the attendance list.
  - c) The researcher asked the students condition.
- 2) Main Teaching Activities

The researcher was explained definition, generic structure an language feature of Descriptive text. Teacher shows

students example Descriptive text. Teacher was explained about THIEVES strategy more interest than cycle .

### 3) Post Teaching Activities

- a) The researcher asked to students to answer some questions about the topic.
- b) The researcher summarized the material of learning.
- c) The researcher gave motivation to the students.
- d) The researcher closed the meeting and greet to the students.
- e) The researcher go out from the class.

### c. Observation

In this step, the researcher observed the process of teaching learning by using observation sheet to collect the data in action plan II. Observation sheet in this step, such as responding the students to teachers' question, made a prediction about descriptive text, raise the students' schemate, answering the teachers' question, and giving explanation. The observer noticed the important thing in teaching learning process.

### d. Reflecting

In the reflecting step, the researcher was analyzed the result of the action. By reflecting, the researcher knew the strength and weakness of the action. The researcher compared the score distribution of pre-test and post-test. The researcher was reviewed and reflected on the student activity and teacher performance

whether it's positive or negative. If the result of the second cycle was satisfied, the researcher stop it. While, if the result of the second cycle was unsatisfied, the researcher continue.

#### **D. Data Collection Method**

In collecting the data, the researcher was used test, observation, and documantation. The collecting data as follows :

##### **1. Test**

In this research, the researcher gave the students two tests that were pre-test and post-test to know the increasing of their students reading comprehension, especially using Thieves reading strategy. The test gave to show on students achievement before and after learning process.

##### **a) Pre- test**

The pre-test gave before applying treatment through Thieves reading strategy in order to know ability of the students reading comprehension. The researcher gave the students the descriptive text

##### **b) Post-test**

The post-test gave the last meeting after doing treatment to find out whether the treatment give any contribution to the students achievement in the class or not. The increasing could be seen if the average scores of the post-test higher than pre-test.

##### **2. Observation**

In this research, the researcher was observed the students behaviors and the students activities in the learning process to show how the

process of learning held. In this observation, the researcher made the observation sheet that contains of list of the students activities.

### 3. Documentation

Documantation is a way that used a written sourced such as the documents (english book especially of reading descriptive text) .Document is very important to collected data which is required by the researcher. In this research, the researcher taken the data from the school such as history of the school, total of teacher, total of the students, and condition of the school.

### 4. Field Note

To collected the data to be more accurately, the researcher used the field note to made easy when analyzed the data. This is to know the activity of the students in learning English. It is done after finishing of teaching learning process.

## **E. Data Analysis Method**

In this research, the researcher conduct the data analysis by taking average from the result of score of pre-test and post-test. To know the students achievement after the actions were conduct and give test at the early and the last cycle.

The formula for counting the average score is as follow :

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

Note :

$\bar{X}$  : Average (mean) of the student score.

$\sum X$  : Total of the student score.

$N$  : Total of the student.<sup>35</sup>

Furthermore, to show the result the researcher compare between pre-test and post-test. Then, the result is match by indicator of success at the school at least 75. If from the cycle I, there are some students are not successful so we conduct cycle II. The minimum of classroom action research is two cycles. So, if in cycle II all of the students are successful, it is not continue to the next cycle.

#### **F. Indicator of Success**

The indicator of success of this research is 75% of the students got the score 75, it means that by using Thieves reading strategy in English learning process success can increase the students reading comprehension at the eight grade of MTs An-nur Bandar Jaya in Academic Year 2017/2018. It also means that the research will be finish.

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<sup>35</sup>Ary Donald, et.al, *Introduction To Research In Education*, (USA : wardsworth Cengage Learning, 2010), p.108

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND DISCUSSION**

#### **A. The Profile of the Research Setting**

##### **1. A Brief History of MTs Annur Bandar Jaya Central Lampung**

MTs Annur Bandar Jaya is one of Junior High Schools in Bandar Jaya. It was built on the land area of  $\pm 2100 m^2$  and building broad is  $636 m^2$ . MTs Annur Bandar Jaya is established in 1990. This research has been conducted at MTs Annur Bandar Jaya which was located Merdeka street Gg. Sawo No 26 A RT 06 / RW 03 Then, Since MTs Annur Bandar Jaya Central Lampung was established, it has been lead by the following principles:

Table 4.  
History of principle in MTs Annur Bandar Jaya, Central Lampung

<b>No.</b>	<b>Name of Headmaster</b>	<b>Period</b>
1.	M Thoharuddin, B.A.	1990 – 1995
2.	Sugiri,S.Ag	1995 – 2005
3.	Dra. Siti Halimah,M.M	2005 – 2013
4.	Juriyanto, S.Pd.I	2013 – 2016
5.	Apri Mahendra Putra, M.Pd	2016 – Now

##### **2. The Conditions of Teacher and Official Employers in MTs Annur Bandar Jaya Central Lampung.**

The total of the teacher and official employers of MTs Annur Bandar Jaya were 22 that could be identified in table bellow:



Table 5.  
The Condition of Teacher and Official Employer at MTs Annur  
Bandar Jaya Central Lampung in The Academic Year 2017/2018

NO	NAMA	POSITION
1	APRI MAHENDRA PUTRA, M.Pd	HEAD MASTER
2	Dra. SITI HALIMAH, MM.	TEACHER
3	LINDA YANA, S.Ag	TEACHER
4	RATNA SUHESTI, S.Pd.I	VICE CURRICULUM SECTION
5	SUBIYANTORO, S.T.	VICE STUDENT SECTION
6	MUHAMMAD REZA FAHLEVI, S.Kom	VICE EQUIPMENT SECTION
7	SUGIYANTO, S.Pd	TEACHER
8	ROSMIYATI, S.Pd.I	TEACHER
9	ELIS WARTI, S.Ag	ADMINISTRATION
10	SU'AN, S.Pd.Fis.	TEACHER
11	NISWATUN HASANAH, S.Pd.I	TEACHER
12	ALFATIKHAH, S.Pd.I	TEACHER
13	WAHYUDIYONO, S.Pd.I	TEACHER
14	IDALIA, S.Pd.	TEACHER
15	HAGUS LINAR, S.Pd.I	TEACHER
16	VERALITA SAFITRI, S.S.	TEACHER
17	ZUBER KURNIAWAN, S.Pd	TEACHER
18	LIA HERLIANI, S.Pd	TEACHER
19	RATIH AMALIA, S.Pd	TEACHER
20	JURIYANTO	TEACHER
21	JUTA IRAWATI	ADMINISTRATION
22	RUBIYO	ADMINISTRATION

Sources : Observation Result In MTs Annur Bandar Jaya on December ,12<sup>th</sup>, 2017

### 3. Profil of MTs Annur Bandar Jaya

- a. Name of School : MTs Annur Bandar Jaya
- b. NSS / NPSN : 121218020029/10182266

- c. Province : Lampung
- d. Regency : Central Lampung
- e. Region : Terbanggi Besar
- f. Village : Bandar Jaya
- g. Street : Jalan Merdeka Gg. Sawo No 26 A RT 06 /  
RW 03
- h. Name of fondation : MTs Annur Bandar Jaya Central Lampung
- i. Post Code : 34162

**4. The Students' Quantity of MTs Annur Bandar Jaya Central Lampung in Academic Year 2017/2018.**

Table 6.

The Students' Quantity of MTs Annur Bandar Jaya Central Lampung  
in Academic Year 2017/2018

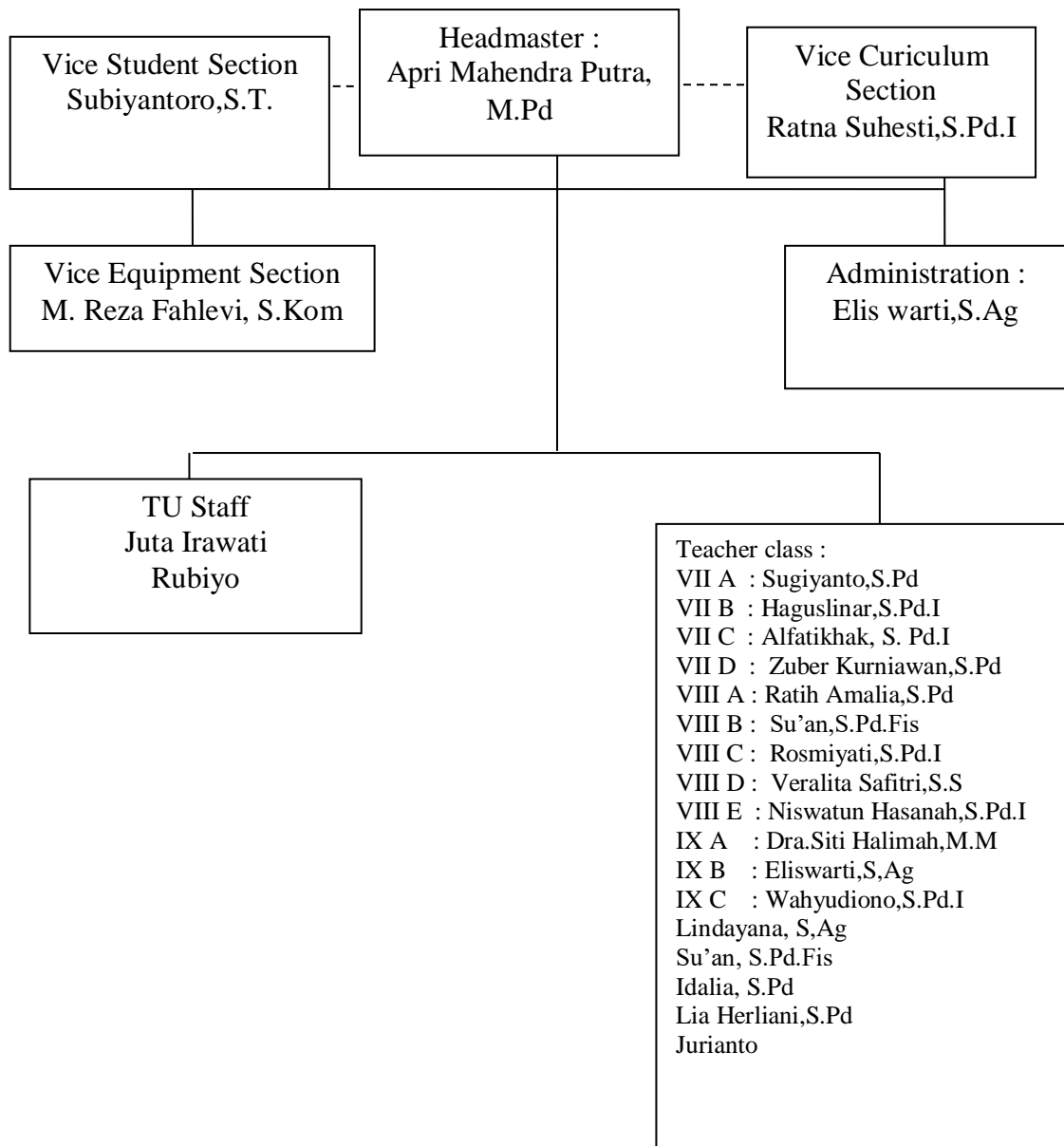
No.	Class	Total
1.	VIIA-VII D	115
2.	VIIIA-VIII E	140
3.	IXA-IXC	95
<b>Total</b>		350

*Sources : Observation Result In MTs Annur Bandar Jaya on December ,12<sup>th</sup>,2017*

## 5. Structure Organization of MTs Annur Bandar Jaya Central Lampung

The Structure Organization of MTs Annur Bandar Jaya

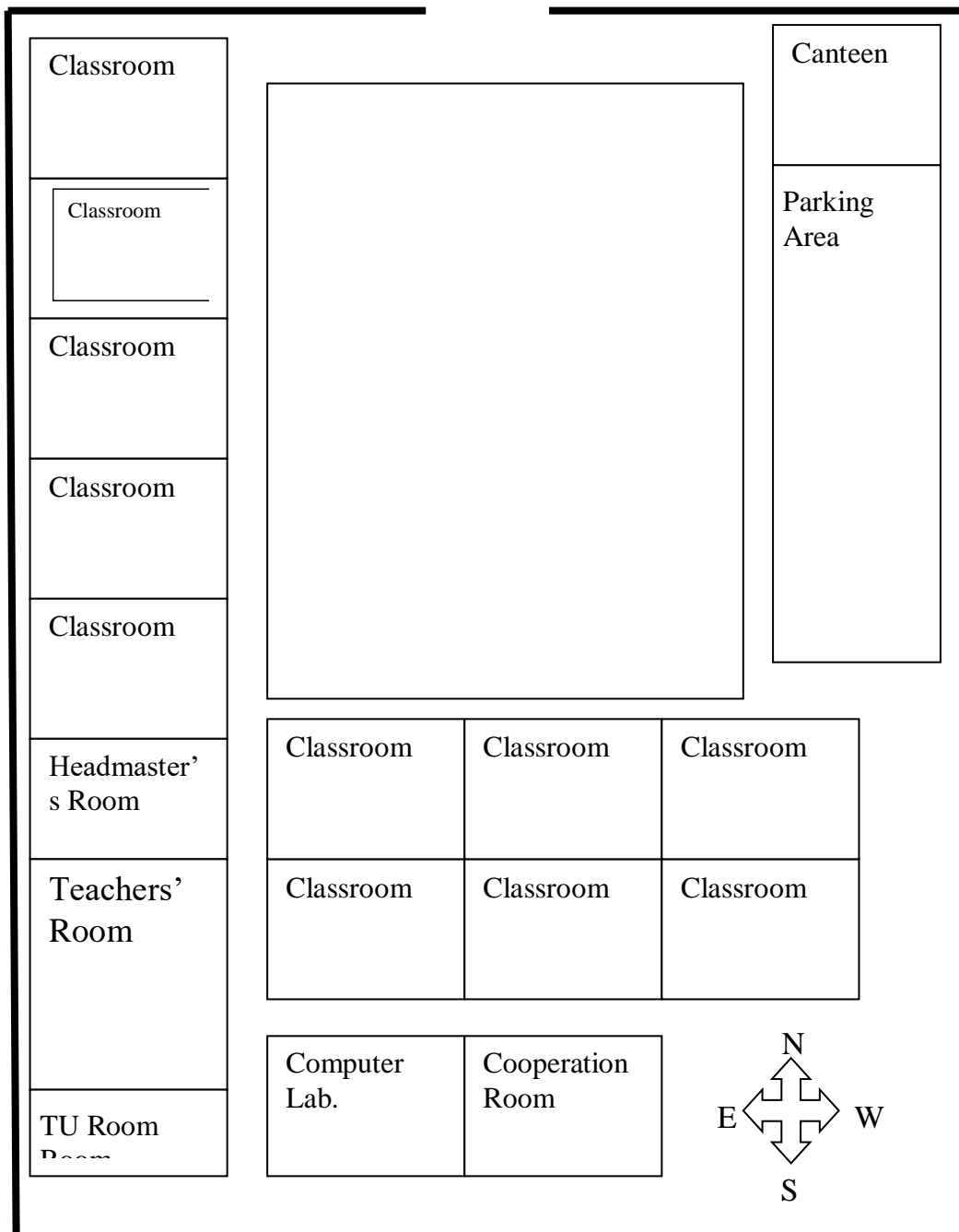
Central Lampung



## 6. The Location sketch of MTS Annur Bandar Jaya

### The Location Sketch of MTs Annur Bandar Jaya

.....Jalan Merdeka Gg. Sawo No 26 .....



## **B. Result of the Research**

### **1. Cycle I**

#### **a. Planning**

In this meeting, the researcher was planned to give the material about reading descriptive Text. The researcher and team were prepared some tools to teach in English learning process such as: prepared the lesson plan, made the instrument that would be examined as the pre-test and post-test I in the cycle I, prepared descriptive text material, prepared the tools that used in the learning English of reading text, the researcher made observation sheet of the students' activity, and the researcher planned and given evaluation to measure how far the students' reading comprehension skill on descriptive text.

#### **b. Action**

##### **1) The First Meeting**

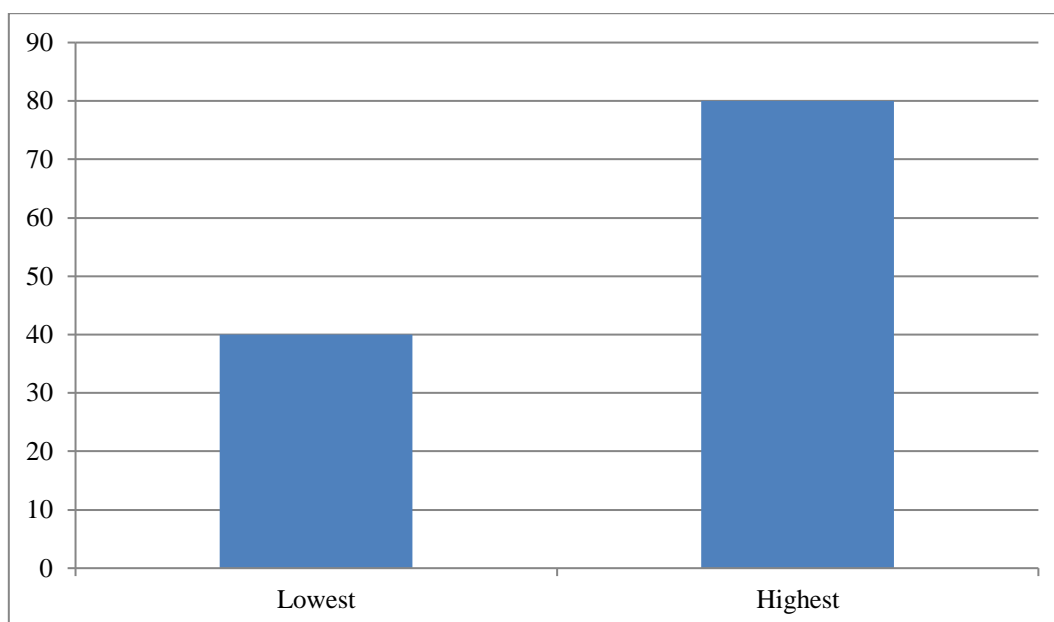
In this research, The first meeting has been conducted on Tuesday, December 12<sup>th</sup> 2017. This segment was used as the pre-test before the students were given action (the implementation of Thieves strategy Teaching). The teacher was opened the class by greeting, checking attendance, praying, and asking the students' condition. After that, the researcher gave the pre-test to measure students' reading comprehension before the researcher applied the Thieves teaching. The test was given by essay form that consist of 6 questions. Then, the teacher gave a worksheet and gave 45 minutes to finish the test.

The pre-test was done for 45 minutes, to measure how far the students' reading comprehension of reading Descriptive text. The result of pre-test can be showed on table below:

**Table 7**  
**The Students Pre-test Result of Reading Comprehension**

<b>No</b>	<b>Students' Name</b>	<b>Score</b>	<b>Category</b>
1	ADITYA NAUFAL ATTALAH	50	INCOMPLETE
2	AHMAD FAISAL HIDAYAT	40	INCOMPLETE
3	AMANDA PUTRI ANGELINA	50	INCOMPLETE
4	ANDREANTO	60	INCOMPLETE
5	AYUNI NUFUS	50	INCOMPLETE
6	BENNI TEGUH IMAM S	60	INCOMPLETE
7	DAFFA AL HAKIM	70	COMPLETE
8	DEVIANA KARAWISTA	60	INCOMPLETE
9	DEWI YUNITA SARI	50	INCOMPLETE
10	DIMAS ARDIANSYAH	50	INCOMPLETE
11	FEBI AISYAH	50	INCOMPLETE
12	FIFI SUGANDA	60	INCOMPLETE
13	FIKRI AZIZIRUL AKBAR	80	COMPLETE
14	JERI SETIADI	50	INCOMPLETE
15	LEVY ENGGAR FRICILIA	40	INCOMPLETE
16	MAULANA AZIZ	80	COMPLETE
17	MUHAMMAD IDRID	60	INCOMPLETE
18	NIKO ROSSY MIK'ROJ	40	INCOMPLETE
19	RANI MUSTIKA	60	INCOMPLETE
20	RISHANDIKA ISKANDAR	50	INCOMPLETE
21	SABRINA SALSABILA	70	INCOMPLETE
22	SAFNA ALFIANA	60	INCOMPLETE
23	SELAWATI	50	INCOMPLETE
24	VERA NOVI KARNIZA	80	COMPLETE
<b>Total</b>		<b>1370</b>	
<b>Highest</b>		<b>80</b>	
<b>Lowest</b>		<b>40</b>	
<b>Average</b>		<b>57, 08</b>	

Figure 2  
The Frequency of Students' Pre-test



Related the result of data pre-test above, it can be described that most of students were gotten score under minimum standard criteria. Based on the data above, the highest score was 80 and the lowest score is 40. The average score of pre-test is 57,08. Therefore the researcher was concluded that most of students were gotten the score below the target of minimum standard criteria. Related on the result data of pre-test above, it could be described that the target of English teaching based on the minimum standard criteria was not good.

## 2) The Second Meeting

In this cycle, the second meeting has been conducted on wednesday, December 13<sup>th</sup> 2017 for 45 minutes. In the second meeting was used as implemantation of Thieves strategy in the cycle I. This meeting began by greeting, asking the students condition and checking the attendance list. The researcher gave the explanation about the

material of reading descriptive text by using thieves strategy to the students.

Then, the students were answered the options that suitable with the Thieves strategy like as find the topic, whether the first paragraph introduce the text, and know what the boldface words mean. After that, The researcher gave students handout included material of reading descriptive text and its generic structure. Afterwards, the teacher gave a task to the students. The teacher helped student who is difficult to answer the task, such as: generic structure, vocabulary, meaning of the text etc.

### 3) The Third Meeting

The third meeting, has been conducted on Friday, December 14<sup>th</sup> for 45 minutes. As the last meeting in the cycle I, the researcher used this segment to give a post-test 1 to the students. In this meeting, the researcher used post-test 1 after the students given an action (Implementation of Thieves strategy) in the second meeting. This meeting began by greeting, checking the attendance list, praying and asking the students' condition in the classroom. After the students of eight grade (VIII C) has been given the treatment and they have understood, then the researcher gave the post test 1 to measure their reading comprehension after using thieves strategy.

There after, the researcher gave post-test 1 to the students. The test is about reading descriptive text with the essay form, that was consist of 6 questions. The researcher gave a worksheet and then researcher gave

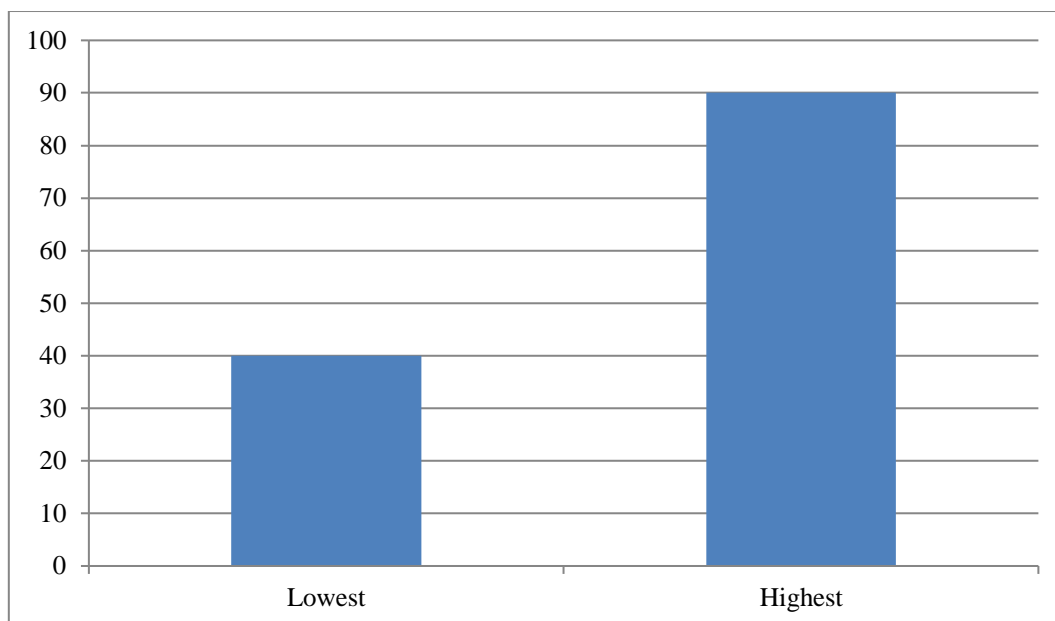


time 45 minutes to the students based on the teacher agreement. The result of post test I can be showed as follows:

**Table 8**  
**The Data Result of Students' Post-test 1 Score**

<b>No</b>	<b>Students' Name</b>	<b>Score</b>	<b>Category</b>
1	ADITYA NAUFAL ATTALAH	70	COMPLETE
2	AHMAD FAISAL HIDAYAT	40	INCOMPLETE
3	AMANDA PUTRI ANGELINA	70	COMPLETE
4	ANDREANTO	60	INCOMPLETE
5	AYUNI NUFUS	60	INCOMPLETE
6	BENNI TEGUH IMAM S	70	INCOMPLETE
7	DAFFA AL HAKIM	90	COMPLETE
8	DEVIANA KARAWISTA	60	INCOMPLETE
9	DEWI YUNITA SARI	80	COMPLETE
10	DIMAS ARDIANSYAH	50	INCOMPLETE
11	FEBI AISYAH	70	INCOMPLETE
12	FIFI SUGANDA	80	COMPLETE
13	FIKRI AZIZIRUL AKBAR	90	COMPLETE
14	JERI SETIADI	70	INCOMPLETE
15	LEVY ENGGAR FRICILIA	50	INCOMPLETE
16	MAULANA AZIZ	90	COMPLETE
17	MUHAMMAD IDRID	70	INCOMPLETE
18	NIKO ROSSY MIK'ROJ	70	INCOMPLETE
19	RANI MUSTIKA	90	COMPLETE
20	RISHANDIKA ISKANDAR	70	INCOMPLETE
21	SABRINA SALSABILA	70	INCOMPLETE
22	SAFNA ALFIANA	80	COMPLETE
23	SELAWATI	80	COMPLETE
24	VERA NOVI KARNIZA	80	COMPLETE
<b>Total</b>		<b>1710</b>	
<b>Lowest</b>		<b>40</b>	
<b>Highest</b>		<b>90</b>	
<b>Avegare</b>		<b>71,25</b>	

Figure 3  
The Frequency of Students' Post-Test 1



Based on data above, in the post-test I only 17 students who got score based on the minimum standard criteria, so the researcher need the next action in cycle II.

#### c. Observation

The researcher observed the students' activities during learning English process in cycle I. Researcher gave the material and explanations to the students but many of the students still had difficulties in the learning of reading descriptive text.

To know the effect of thieves strategy that applied in the classroom, the researcher used the observation sheet in the cycle I to know students' activities in the classroom during learning English process. Based on the observation data of students' activities in cycle I, most of students were

showed not all the students active in the teaching learning process especially in learning reading descriptive text.

.The data result of the students activity can be seen in the table belows:

**Table 9**  
**The Result of the Students' Activity in the Learning Process of Cycle 1**

No	Students' Activity	Frequency	Percentage
1	The student can find the topic	13	54,1%
2	The student can answer whether the first paragraph introduce the text	10	41,6%
3	The student can predict about the first sentence about the each paragraph	11	45,8%
4	The student can know what the boldface words mean	12	50%
5	The student can find information about the text	11	45,8%
6	The student can summarise the text	7	29,1%

Based on the data observation above, the researcher was explained that the total of students who can find the topic are 13 (54,1%). Students can answer whether the first paragraph introduce the text are 10 students (41,6%), students can predict about the first sentence about the each paragraph are 11 (45,8%), students can know what the boldface words mean are 12 (50%), students can find information about the text are 11 (45,8%), and students can summarise the text are 7 (29,1%).

#### d. Reflection

Based on the data result of cycle I, it was showed that there was a little improvement of the result from pre-test untill post-test 1. In the cycle I the students were began interested in English learning process. Although, the class condition of learning English process still conventional. In the field,

the researcher found some weakness in the cycle I so researcher need the cycle II to repair four steps in the cycle I.

The result of cycle I the researcher has been gotten the data research under the minimum standard criteria. Because of the target in the indicator of success was 75% from the students VIII C got more than 75 score. Therefore, this research would continue on the cycle II.

## **2. Cycle II**

Based on the result of cycle I, the researcher was concluded that it was not success and weakness during the learning English process, So the researcher must be continued to cycle II because the cycle II was used to repair the weakness in the first cycle. The steps of cycle II as follows:

### **a. Planning**

Based on the observation, evaluation and reflection in cycle I, it could be showed that the cycle I was failed. Because of it, the researcher try to arrange the planning and given an evaluation in the cycle II. In the cycle II, the researcher would give the reading descriptive text material more interested than before. Afterwards, the researcher prepared the lesson plan, reading descriptive text material, media that used in Thieves strategy, made observation sheet of the students' activity, and try to find some problems in the cycle II and then researcher try to solve the problems in the learning English jointly.

### **b. Action**

The action in the cycle II was contained of two meeting. The first meeting was used to apply an action (Implementation of Thieves reading

strategy), and the last meeting in Cycle II, it was used to the post-test 2.

The explanation for each meeting was as follow:

#### 1) The First Meeting

The first meeting has conducted on Thursday, Januari 4<sup>th</sup> 2018 for 45 minutes. This meeting was used to apply of the method (Thieves strategy) and this meeting was opened by greeting, checking the attendance list, and praying. In this segment, the researcher gave Thieves reading strategy to the students and gave reading Descriptive text material more enjoyable. So that, In this meeting learning Descriptive text by Thieves reading strategy method was good. Then, the teacher's explanation more enjoyable, learning process actively and the students were gotten the teacher explanation of reading Descriptive text easily.

Then, the students matched the options that suitable with the Thieves teaching like as: title, headings, introduction, every first sentence, visual/ vocabulary, endings and summary to know the goal of reading text. After that, The researcher gave students handout that contained material of reading Descriptive text and its generic structure. Afterwards, the teacher gave a task to the students. The teacher helped students who were difficult to answer the task, such as: title, headings, introduction, every first sentence, visual/ vocabulary, endings and summary of the text etc. This treatment made the students more interested in the learning English.

## 2) The Second Meeting

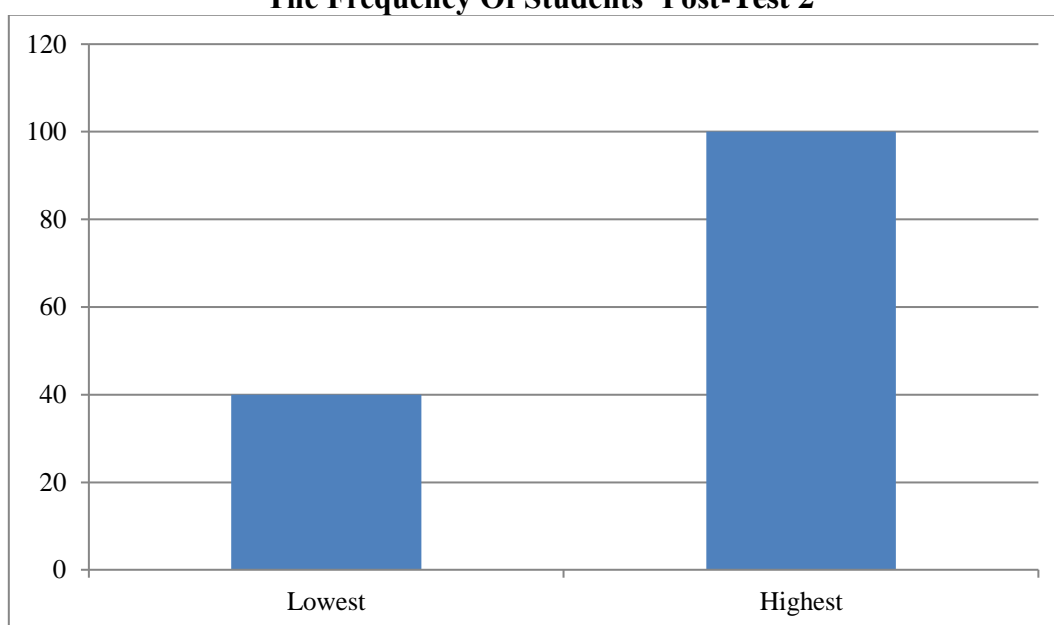
The second meeting has conducted on Saturday, Januari 6<sup>th</sup> 2018. This meeting used to take post-test 2 for 45 minutes. The researcher gave post-test 2 to the students by essay test that was contained from 6 questions. In this last meeting, most of the students could answer a reading descriptive text well because the Thieves reading strategy given the positive effect on the students' reading comprehension skill especially of reading Descriptive test. It can be seen from the result of post-test 2.

**Table 10**  
**The Data Result of Students' Post-test 2 Score**

No	Students' Name	Score	Category
1	ADITYA NAUFAL ATTALAH	100	COMPLETE
2	AHMAD FAISAL HIDAYAT	50	INCOMPLETE
3	AMANDA PUTRI ANGELINA	90	COMPLETE
4	ANDREANTO	80	COMPLETE
5	AYUNI NUFUS	60	INCOMPLETE
6	BENNI TEGUH IMAM S	90	COMPLETE
7	DAFFA AL HAKIM	90	COMPLETE
8	DEVIANA KARAWISTA	40	INCOMPLETE
9	DEWI YUNITA SARI	80	COMPLETE
10	DIMAS ARDIANSYAH	60	INCOMPLETE
11	FEBI AISYAH	80	COMPLETE
12	FIFI SUGANDA	90	COMPLETE
13	FIKRI AZIZIRUL AKBAR	100	COMPLETE
14	JERI SETIADI	70	INCOMPLETE
15	LEVY ENGGAR FRICILIA	60	INCOMPLETE
16	MAULANA AZIZ	100	COMPLETE
17	MUHAMMAD IDRID	90	COMPLETE
18	NIKO ROSSY MIK'ROJ	80	COMPLETE
19	RANI MUSTIKA	100	COMPLETE
20	RISHANDIKA ISKANDAR	90	COMPLETE
21	SABRINA SALSABILA	80	COMPLETE

22	SAFNA ALFIANA	100	COMPLETE
23	SELAWATI	70	INCOMPLETE
24	VERA NOVI KARNIZA	90	COMPLETE
<b>Total</b>		<b>1940</b>	
<b>Lowest</b>		<b>40</b>	
<b>Highest</b>		<b>100</b>	
<b>Average</b>		<b>80,83</b>	

**Figure 4**  
**The Frequency Of Students' Post-Test 2**



Based on the data above, There were 19 students (79,1%) got the scores of post-test II passed based on the minimum standard criteria (MSC). Most of the students could improve their reading comprehension skill. It means that cycle II was successful.

c. Observation

The observation on the cycle II, a researcher has been observed during the learning process. The last observation was finished in the cycle II. This observation was a function to know the effect of

Thieves reading strategy that applied in the classroom was success or not.

Based on the data observation of students' activities in cycle II, most of students were showed actively in the learning English process espicially in learning reading Descriptive text.

In this research, observation was done on the cycle II. Data result of observation was almost having a semblance form with the observation of the first cycle, but there were any significant improvement of observation in the cycle II than observation in the first cycle. It can be showed from the result of data observation on cycle II, as follow:

**Table 11**

**The Result of the students' Activity in the Learning Process of Cycle II**

<b>No</b>	<b>Students' Activity</b>	<b>Frequency</b>	<b>Percentage</b>
1	The student can find the topic	17	70,8%
2	The student can answer whether the first paragraph introduce the text	19	79,1%
3	The student can predict about the first sentence about the each paragraph	20	83,3%
4	The student can know what the boldface words mean	17	70,8%
5	The student can find information about the text	13	54,6%
6	The student can summarise the text	22	91,6%

From the observation sheet above, Based on the data observation above, the researcher was explained that the total of students who can find the topic are 17 (70,8%). Students can answer whether the first paragraph introduce the text are 19 students (79,1%), students can predict about the



first sentence about the each paragraph are 20 (83,3%), students can know what the boldface words mean are 17 (70,8%), students can find information about the text are 13 (54,6%), and students can summarise the text are 22 (91,6%).

From the observation sheet on the cycle II, all of the students were enjoyable during following the learning English in the classroom, and students could answer Descriptive test well based on the topic.

The evaluation was given on cycle II showed succesful. It can be seen the result of post-test 2 was evoked the improvement. The highest score was 100 and the lowest score was 40. The average score of post-test 2 was 80,83.

#### d. Reflection

The last segment of cycle II, the researcher did the reflection to know how far the success in this cycle. Based on the data result of observation learning process on cycle II and post test 2, it can be concluded that most of the students were evoked significant improvement. Based on the test result in cycle II, it was showed that the teaching learning process was successful.

Therefore, the researcher was concluded that the learning process in English reading text by using Thieves reading strategy could increase the students' reading comprehension of the eight grade of MTs Annur Bandar Jaya Lampung Tengah in Academic Year 2017/2018.

### C. Discussion

Based on the data collection method of this classroom action research like as: Documentation, test, field notes, and students' observation sheet were very helpful in repairing learning process and implementation plan in the cycle I and cycle II. The researcher showed the comparison of the data based on the cycle I and cycle II were as below:

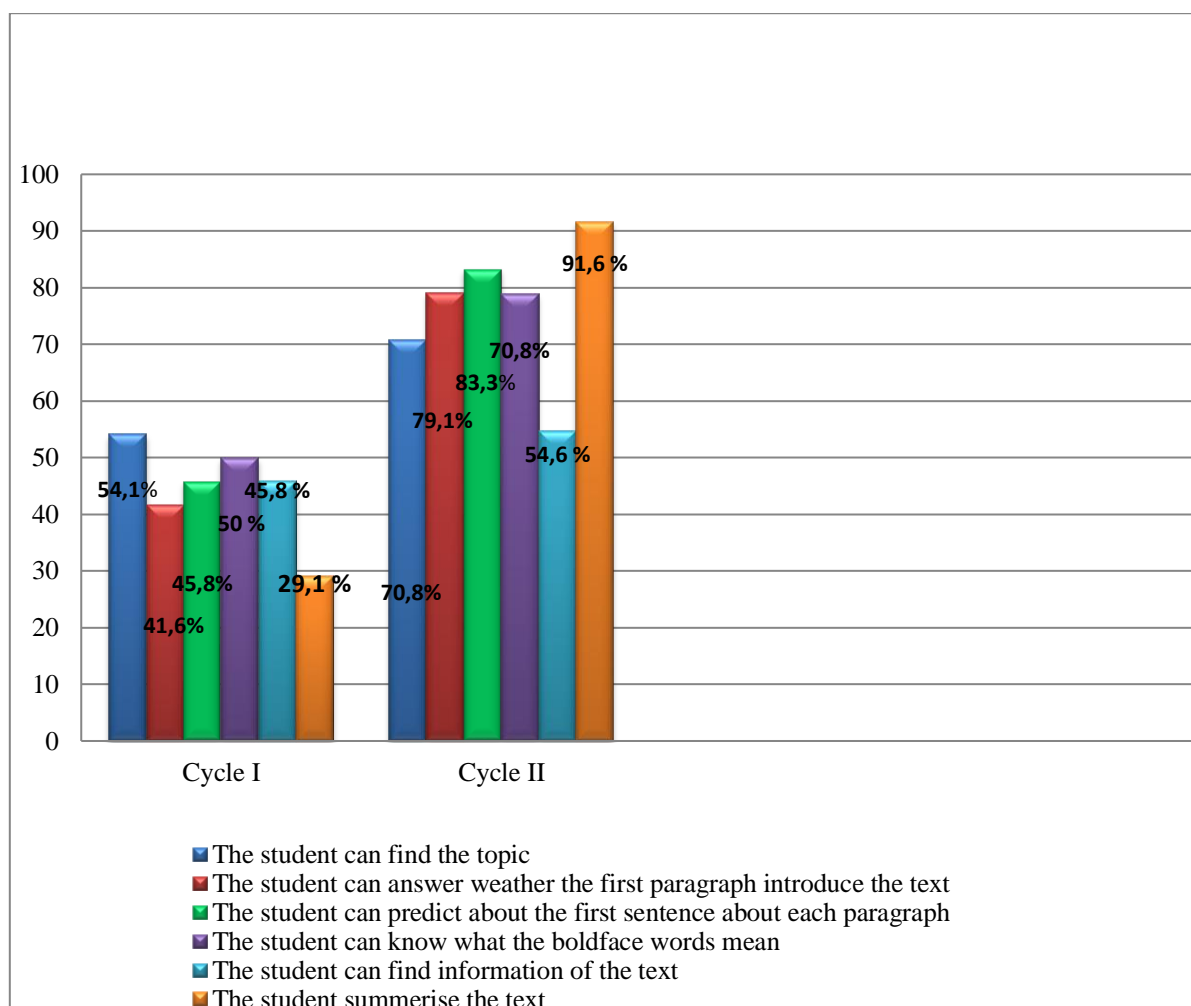
#### 1. The result of the students' observation sheet

The reseracher observed the students' activities during the English learning process by using observation guidance. The comparison of observation sheet result between cycle I and cycle II can be showed in the table as follows:

**Table 12**  
**The Result of the Students' Activity in Cycle I and Cycle II**

No	Students' Activity	Cycle I		Cycle II		Note
		F	(%)	F	(%)	
1	The student can find the topic	13	54,1	17	70,8	Increase
2	The student can answer whether the first paragraph introduce the text	10	41,6	19	79,1	Increase
3	The student can predict about the first sentence about the each paragraph	11	45,8	20	83,3	Increase
4	The student can know what the boldface words mean	12	50	17	70,8	Increase
5	The student can find information about the text	11	45,8	13	54,6	Increase
6	The student can summarise the text	7	29,1	22	91,6	Increase
<b>Average</b>		<b>10,6</b>	<b>44,4</b>	<b>18</b>	<b>75,0</b>	

**Figure 5**  
**Chart of the Students' Activities Result in Cycle I and Cycle II**



Based on the data of chart above, most of the students' activities got significant improvement from the cycle I and cycle II. The student can find the topic (50,4%) became (70,8%) The student can answer whether the first paragraph introduce the text was increased from 13 students (54,1%) became 17 students (70,8%). The student can predict about the first sentence about the each paragraph was increased from 10 (41,6%) became 19 (79,1%). Afterwards, students can predict about the first sentence about the each paragraph was increased from 11 (45,8%) students became 20

(83,3%), students can know what the boldface words mean were increased from 12 students (50%) became 17 (70,8%), students can find information about the text were increased from 11 students (45,8%) became 13 (54,6%), and students can summarise the text were increased from 7 students (29,1%) became 22 (91,6%).

Based on the data explanation above, the researcher made a conclusion that the students' activities were evoked a significant improvement in cycle I and cycle II. It was from 43,7% became 75,0%. It has been reached the indicator of success 75% of students were active in the learning English process. The improving point in the observation was 31,3%.

## **2. Result of the Students' English Learning in Cycle I and Cycle II**

The researcher got the data test result based on the students' learning of the reading comprehension, such as the score of the post-test 1 was better than the pre-test and the score of the post 2 was better than post-test 1. The score can be showed in the table below:

**Table 13**  
**The Result of the Students' Reading Comprehension Skill Score**  
**In the Pre-Test, Post-Test 1, and Post-Test 2**

No	Name	Pre Test	CYCLE				Note
			Cycle I		Cycle II		
			Post Test 1	Improving score	Post Test 2	Improving score	
1	AAD	50	70	20	100	30	Increase
2	AFH	40	40	0	50	10	Increase
3	APA	50	70	20	90	20	Increase
4	A	60	60	0	80	20	Increase
5	AN	50	60	10	60	0	Constant
6	BTI	60	70	10	90	20	Increase
7	DAH	70	90	20	90	0	Constant
8	DKA	60	60	0	40	-20	Decrease
9	DYS	50	80	30	80	0	Constant
10	DA	50	50	0	60	10	Increase
11	FA	50	70	20	80	10	Increase
12	FS	60	80	20	90	10	Increase
13	FAA	80	90	10	100	10	Increase
14	JS	50	70	20	70	0	Constant
15	LEF	40	50	10	60	10	Increase
16	MA	80	90	10	100	10	Increase
17	MI	60	70	10	90	20	Increase
18	NRM	40	70	30	80	10	Increase
19	RMA	60	90	30	100	10	Increase
20	RI	50	70	20	90	20	Increase
21	SS	70	70	0	80	10	Increase
22	SA	60	80	20	100	20	Increase
23	S	50	80	30	70	-10	Decrease
24	VNK	80	80	0	90	10	Increase
TOTAL		1370	1710		1940		
AVERAGE		57,08	71,25		80,83		
HIGHEST		80	90		100		
LOWEST		40	40		40		

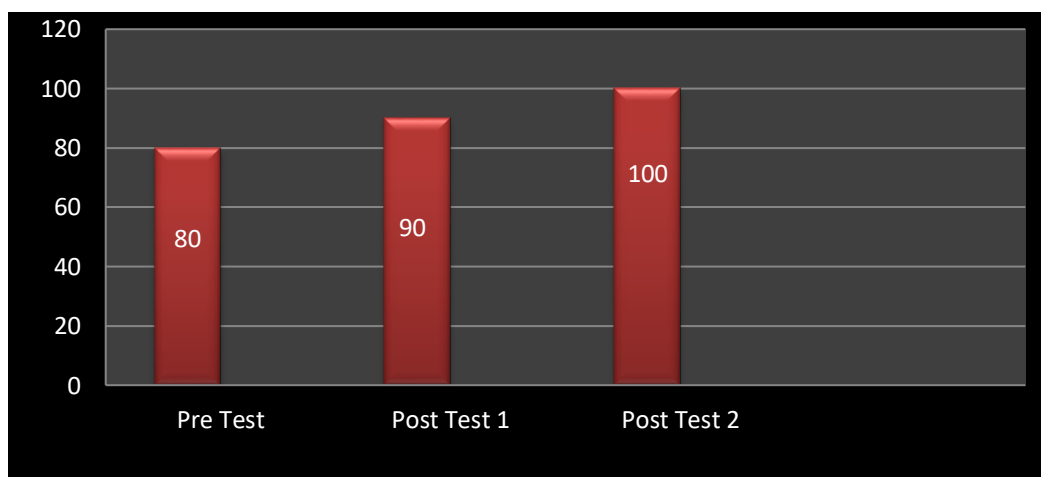
Based on the data above, researcher concluded that students' reading comprehension skill were evoked an improvement. It can be showed by examined from the data result of the students' score in pre-test in the cycle I. The average score in the pre-test was only 57,08 which were far from minimum standard criteria. Then, after researcher used of thieves strategy the score was improved good enough because the average score in the post-test 1 was 73,5 post test 2 was 80,83.

Students' reading comprehension had an improvement, it can be showed from the result of the post-test I and post-test II where the average of the students' score in post-test 1 were 73,5 and the average of post-test 2 were 80,83.

The improvement can be showed in the chart below:

**Figure 6**

**The Students' Result in Pre-Test, Post-Test 1, and Post-Test 2**



Based on the chart above, the researcher concluded that there was an improvement of students' reading comprehension skill in the cycle I and cycle II through Thieves reading strategy. It means that Thieves reading strategy has a positive effect toward the learning English process.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success. Indicator of success this research is 75% from the students got minimum score is 75. Based on the result of this research showed that 79,1% from the students got minimum score 75. Related on the data above, the researcher concluded that this research was finished because the indicator of success was reached and did not need to be continued to the next cycle.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research result of the English learning process, the researcher will conclude the research as follows:

Using Thieves Strategy can increase the students' reading comprehension of the eighth grade of MTs Annur Bandar Jaya Central Lampung in Academic Year 2017/2018.

Based on the observation data in cycle I and II the average score of the Students (VIII C) of MTs Annur Bandar Jaya Lampung Tengah was good, it can be described that students were very active in the learning English process. It means that the Thieves Strategy can increase the students' reading comprehension and their activeness in English subject especially in the learning of reading descriptive text.

Based on the data result of research, The average score on the students' reading comprehension of the eighth grade of MTs Annur Bandar Jaya Central Lampung in pre-test is 57,08, post-test 1 is 71,25 and post-test 2 is 80,83. Related on the result above, Using Thieves Strategy can improve students' reading comprehension of the eighth grade of MTs Annur Bandar Jaya Lampung Tengah in Academic Year 2017/2018.



## **B. Suggestion**

Based on the result of the research above, the researcher would like to give suggestion as follows:

1. For the Headmaster as problem solving to increase English syllabus
  - a. The headmaster is suggested to increase the English syllabus and lesson plan based on the problems confronted by his students.
  - b. The headmaster is suggested to support the facilitation in the English learning process.
2. For the Students as effective strategy learning English
  - a. The students are suggested to increase their skill in comprehending the English reading descriptive text.
  - b. The students are suggested to increase their skill in reading comprehension by using Thieves strategy in the classroom.
3. For the English teachers as an innovation in teaching English
  - a. The English teacher is recommended to apply Thieves strategy as an innovation in comprehending the English reading text that can help students' skill to comprehend of text effectively.
  - b. The English teacher is recommended to motivate the students in learning English and the teacher should help in increase their knowledge in comprehending the English reading text.

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# APPENDICES

## **APPENDIX**

### **RESEARCH INSTRUMENTS**

Instruments of this research consist of:

1. Test.
2. Observation Guidance.
3. Documentations Guidance.
4. Field Note.

### **DOCUMENTATION GUIDANCE**

1. Documentation about the school history of MTs Annur Bandar Jaya Lampung Tengah
2. Documentation about the building of MTs Annur Bandar Jaya Lampung tengah
3. Documentation about the organization structure of MTs Annur Bandar Jaya Lampung tengah
4. Documentation about the location sketch of MTs Annur Bandar Jaya Lampung tengah

### **OBSERVATION GUIDANCE**

1. Observation about the condition of the teachers and official employees of MTs Annur Bandar Jaya Lampung tengah
2. Observation about the learning process at the eight grade.
3. Observation about the method that used by the teacher in the classroom.
4. Observation about the students' reading comprehension skill.

## Pre - Text

NAME : Ayumi NurcaCLASS : VIII<sup>c</sup>50ANSWER SHEET

1. Koki fish
2. fishing.
3. yes, it does
4. the first sentence in first paragraph is identification about the Koki fish the first sentence in the first paragraph.
5. originally : ASL : movement = pergerakan & shout = nindang / nongong.
6. Fin : sitre : answer : luar biasa
7. → there an accident on Jl anggrek today.
8. There was an accident on Jalan anggrek yesterday afternoon during heavy rain.

# Post Test 1

NAME : Selawati

CLASS : VIII<sup>c</sup>

## ANSWER SHEET

40

1. Unidentification of Victim.
2. Accident.
3. Yes. It does  
Identification
4. Described about victims.  
Recognized of victims.
5. accident = kecelakaan, collapsed = roboh, victims  
korban, sunken of eyes =
6. accident.
7. There was an accident on Jalan Andaz Afternoon.  
One of victims a fifty years old man with small  
sunken eyes, a flat nose, gray hair and scar on  
his neck. did not carry any identify.



## Post-Test 2

NAME : Fiti Suganda

CLASS : VIII<sup>c</sup>

90

ANSWER SHEET

1. Keladi Batik Flower.
2. Flower.
3. No. It doesn't.
4. First sentence is identification.  
Second sentence is description.
5. Ornamented : Menghias, Plant : Tumbuhan, Grow =  
Tumbuh, Dark : gelap, Resemble : Menyerupai.
6. Keladi Batik flower. It's called Keladi Batik flower  
because the leaves are unique like Batik motif.
7. Keladi Batik is kind of flower. It's called  
Keladi Batik because the leaves are unique  
like Batik motif. Keladi Batik is included  
genes caladium and araceae family.

## LESSON PLAN I

<b>Subject</b>	<b>: English</b>
<b>Subject Matter</b>	<b>: Reading</b>
<b>Topic</b>	<b>: Descriptive Text</b>
<b>Class/Semester</b>	<b>: VIII/ I</b>
<b>Time</b>	<b>: 3 x 45 minutes (2 meeting)</b>

### A. Goal

Increasing the students' reading comprehension skill by using thieves reading strategy

### B. Objectives

#### 1. The first lesson objective

The objective of this research is to show that the student increase in reading comprehension of descriptive text by using Thieves reading strategy.

#### 2. The second lesson objectives

2.1 The student will comprehend the location of generic structure in a descriptive text.

2.2 Students will be confidence in answering test of reading text.

2.3 Students are able to find the main idea and generic structure of a text..

### C. Material

#### 1. The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

## 2. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

- Identification : identifying the phenomenon to be described.
- Description : describing the phenomenon in parts, qualities, or/and characteristics.

## 3. The Language Feature of Descriptive Text

- Using attributive and identifying process.
- Using adjective and classifiers in nominal group.
- Using simple present tense

### **Examples and structures of the recount text**

#### *orientation*

I love dogs very much. I keep some dogs in my house. They are casper, Midas, Brownie, and Dottie.

#### *Description*

Casper is a dachshund. He is short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why a call her brownie. Dottie is a dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He is very strong. I always take care of my dogs every day.

### **D. Teaching Strategy**

Thieves reading strategy

### **E. Media**

White Board, Board marker, and Paper.

### **F.Sources of Material**

- Text book/ A set of National Examination questions
- English Learning Book
- Internet

## **G. Procedures**

- Pre teaching
  1. Greeting to the students
  2. Check the attendance list of the students
  3. Tell to the students' mistakes in answering test of reading text
  
- While teaching activities
  1. Teacher gives introduction about the material by asking some question.
  2. Students answer the question about Descriptive text
  3. Teacher explains definition, generic structure and language feature of Descriptive text.
  4. Teacher shows students example Descriptive text.
  5. Teacher explains about THIEVES strategy before students read the text.
  6. Teacher writes component of Thieves on whiteboard.
  
- Post teaching activity
  1. The teacher sharpens the students' Descriptive text mastery by giving the test.
  2. The teacher give a test with the topic is a Unidentifaciton victim
  3. The researcher gives motivation to the students.
  4. The researcher close the meeting and greet to the students.
  5. The researcher go out from the class.

## **H. Evaluation**

Teacher asks to the students to answer the question about Descriptive Text by given multiple choice test.

## **I. Assessment Rubric**

No.	Criteria	Score
1.	The student can find the title	0-10
2.	The student can find the topic	0-10
3.	The student can answer whether the first paragraph introduce the text	0-10
4.	The student can predict about the first sentence about the each paragraph	0-10
5.	The student can know what the boldface words mean	0-10
6.	The student can find information about the text	1-10
7.	The student can summarise the text	0-40

There are 7 Questions

a. 1-6 Questions (10 points)

Total Score = Total Correct X (10 points) = 6 X 10 = 60

b.  $\frac{\text{Question number 7 (40 points)}}{\text{Total Score}} = \frac{40}{100}$

Metro, December 2017

Approved by,  
Collaborator



Apri Mahendra Putra, M.Pd  
NIP. 10770402 200501 1006

Researcher



Ahmad Puad Shidiq  
St. Number 13106397

## LESSON PLAN II

<b>Subject</b>	<b>: English</b>
<b>Subject Matter</b>	<b>: Reading</b>
<b>Topic</b>	<b>: Descriptive Text</b>
<b>Class/Semester</b>	<b>: VIII/ I</b>
<b>Time</b>	<b>: 3 x 45 minutes (2 meeting)</b>

### A. Goal

Increasing the students' reading comprehension skill by using thieves reading strategy

### B. Objectives

#### 3. The first lesson objective

The objective of this research is to show that the student increase in reading comprehension of descriptive text by using Thieves reading strategy.

#### 4. The second lesson objectives

4.1 The student will comprehend the location of generic structure in a descriptive text.

4.2 Students will be confidence in answering test of reading text.

4.3 Students are able to find the main idea and generic stucture of a text..

### C. Material

#### 4. The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

#### 5. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

- Identification : identifying the phenomenon to be described.
- Description : describing the phenomenon in parts, qualities, or/and characteristics.

#### 6. The Language Feature of Descriptive Text

- Using attributive and identifying process.
- Using adjective and classifiers in nominal group.
- Using simple present tense

#### **Examples and structures of the recount text**

##### *orientation*

Borobudur is Hindu - Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

##### *description*

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight step-like stone terraces. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell-shaped stupa. The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of the universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

#### **D. Teaching Strategy**

Thieves reading strategy

#### **E. Media**

White Board, Board marker, and Paper.

#### **F. Sources of Material**

- Text book/ A set of National Examination questions
- English Learning Book
- Internet

## G. Procedures

- Pre teaching
  4. Greeting to the students
  5. Check the attendance list of the students
  6. Tell to the students' mistakes in answering test of reading text
- While teaching activities
  7. Teacher gives introduction about the material by asking some question.
  8. Students answer the question about Descriptive text
  9. Teacher explains definition, generic structure and language feature of Descriptive text.
  10. Teacher shows students example Descriptive text.
  11. Teacher explains about THIEVES strategy before students read the text.
  12. Teacher writes component of Thieves on whiteboard.
- Post teaching activity
  6. The teacher sharpens the students' Descriptive text mastery by giving the test.
  7. The teacher give a test with the topic is a Unidentifaciton victim
  8. The researcher gives motivation to the students.
  9. The researcher close the meeting and greet to the students.
  10. The researcher go out from the class.

## H. Evaluation

Teacher asks to the students to answer the question about Descriptive Text by given multiple choice test.

## I. Assessment Rubric

No.	Criteria	Score
1.	The student can find the title	0-10



2.	The student can find the topic	0-10
3.	The student can answer whether the first paragraph introduce the text	0-10
4.	The student can predict about the first sentence about the each paragraph	0-10
5.	The student can know what the boldface words mean	0-10
6.	The student can find information about the text	1-10
7.	The student can summarise the text	0-40

There are 7 Questions

c. 1-6 Questions (10 points)

Total Score = Total Correct X (10 points) = 6 X 10 = 60

d. Question number 7 (40 points) = 40  
Total Score = 100

Metro, December 2017

Approved by,  
Collaborator



Apri Mahendra Putra, M.Pd  
NIP. 10770402 200501 1006

Researcher



Ahmad Puad Shidiq  
St. Number 13106397

## SILABUS

Sekolah : MTS ANNUR BANDAR JAYA  
 Kelas : VIII ( Delapan )  
 Mata Pelajaran : BAHASA INGGRIS  
 Semester : 1 (Satu)

Standar Kompetensi : **Membaca**

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk <i>descriptive</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar</p>	Teks fungsional pendek berupa: Undangan	<ol style="list-style-type: none"> <li>Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk “undangan”</li> <li>Mendengarkan undangan yang dibacakan oleh guru/teman</li> <li>membaca nyaring teks fungsioanl</li> </ol>	<ul style="list-style-type: none"> <li>Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan</li> <li>Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan</li> <li>Mengidentifikasi</li> </ul>	<p>Tes lisan</p> <p>Tes tertulis</p>	<p>Membaca nyaring</p> <p>Uraian</p>	<p><i>Read the the text aloud and clearly.</i></p> <p><i>Answer the following questions based on the text</i></p>	4 x 45 menit	<ol style="list-style-type: none"> <li>Buku teks yang relevan</li> <li>Gambar terkait tema/topik</li> <li>Benda-benda sekitar</li> </ol>

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i></p>	<ul style="list-style-type: none"> <li>• Makna gagasan</li> <li>• Makna tekstual dalam <i>descriptive</i></li> <li>• Langkah retorika teks <i>descriptive</i></li> <li>• Tujuan komunikatif <i>descriptive</i></li> <li>• Ciri kebahasaan <i>descriptive</i></li> </ul>	<p>pendek tentang undangan</p> <p>4. menjawab pertanyaan tentang isi teks fungsional pendek “undangan”</p> <p>5. Menyebutkan tujuan komunikatif teks fungsional pendek “undangan”</p> <p>6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek “undangan”</p> <p>1. Tanya jawab berbagai hal terkait tema/topik</p>	<p>fungsi sosial teks fungsional pendek berbentuk undangan</p> <ul style="list-style-type: none"> <li>• Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan</li> </ul> <p>Makna gagasan</p> <p>Makna tekstual dalam teks <i>descriptive</i></p> <p>Langkah retorika <i>descriptive</i></p> <p>Tujuan komunikatif teks <i>descriptive</i></p>	<p>Tes tulis</p> <p>Tes lisan</p>	<p>PG</p> <p>Membaca nyaring</p>	<p><i>Choose the best option based on the text.</i></p> <p><i>Read the text aloud.</i></p>	<p>4 x 45 menit</p> <p>4 x 45 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Koran/majalah</p> <p>3. Gambar peristiwa/tempat</p> <p>4. Lingkungan sekitar</p>

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		bacaan 2. Review kosakata dan tatabahasa terkait jenis teks <i>descriptive</i> 3. Membaca teks <i>descriptive</i> 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive</i> 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca	<ul style="list-style-type: none"> <li>Ciri kebahasaan teks <i>descriptive</i></li> </ul>					

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		7. Membaca nyaring dan bermakna teks <i>descriptive</i>						

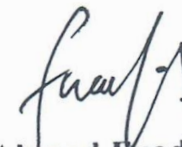
Metro, December 2017

Approved by,  
Collaborator



Apri Mahendra Putra, M.Pd  
NIP. 10770402 200501 1006

Researcher



Ahmad Fuad Shidiq  
St. Number 13106397

**PRE-TEST**  
**Pre-Test Instrument of Reading Comprehension Skill**

**Direction:**

1. **Write your name on your answer sheet!**
  2. **Answer the question carefully!**
  3. **You may not cheat with your friends!**
  4. **Check your answer before submitting!**
- 

**Choose the best answer by crossing (X) a, b, c, d or e in answer sheet based on the text below.**

**KOKI FISH**

My brother loves fish, especially koki fish. He has more than ten koki fishes which are kept in a big aquarium and his most favorite is the Riyukin or Ribbontail, **originally** from the Japan. He call it Yuki.

Yuki has maroon color with a fin that is 2 times the lenght of its body. When it swims in the aquarium, the **fin** is waving as if dancing. Its **movement** makes my brother stay for hours watching. It is so **awesome**! Yuki also has a pointed **snout** and stooped back. It is about sixteen centimeters long.

**Answer the question based on the text above !**

1. What is the title ?
2. What is the topic of the paragraph ?
3. Does the first paragraph introduce the text ?
4. What do you think about the first sentence about the each paragraph?
5. Do you know what the boldface words mean ?
6. What information do you get from the text above ?
7. Please summary the text above !

## CYCLE 1

### Post-Test Instrument 1 Reading Comprehension Skill

**Direction:**

5. Write your name on your answer sheet!
  6. Answer the question carefully!
  7. You may not cheat with your friends!
  8. Check your answer before submitting!
- 

**Answer the question based on the text .**

#### Unidentifaciton victim

There was an **accident** on Jalan Anggrek yesterday afternoon during heavy rain. Two people had to be sent to the district hospital after a big tree **collapsed** and hit them.

One of the **victims**, a fifty year old man with small **sunken eyes**, a flat nose, gray hair and a scar on his neck, did not carry any identify. He was **unconscious** on the way to hospital.

The old man wore a dirty white T-shirt with a picture of a bajaj and black trousers. A pair of sandals and a small blue bag were left at the spot.

**Answer the question based on the text above !**

8. What is the title ?
9. What is the topic of the paragraph ?
10. Does the first paragraph introduce the text ?
11. What do you think about the first sentence about the each paragraph?
12. Do you know what the boldface words mean ?
13. What information do you get from the text above ?
14. Please summary the text above !

**CYCLE II**  
**Post-Test Instrument II Reading Comprehension Skill**

**Direction:**

- 9. Write your name on your answer sheet!**
  - 10. Answer the question carefully!**
  - 11. You may not cheat with your friends!**
  - 12. Check your answer before submitting!**
- 

**Answer the question based on the text .**

**KELADI BATIK FLOWER**

Mother and I love gardening. We grow many kinds of flowers ; one of them is keladi batik. It's called keladi batik because the leaves are **ornamented** with unique batik-like motifs. Anyone who sees the **plant** must be amazed and would like to grow it.

Keladi belongs to genes caladium, araceae family. We **grow** it in a pot and put it on the veranda. Keladi batik is so fancy with its beautiful pink and red motif wrinkled leaves. It has many awesome batik motif leaves with **dark** green stalks. The leaves **resemble** heart with a pointed tip. The plant is small, only fifty centimeters high

**Answer the question based on the text above !**

15. What is the title ?
16. What is the topic of the paragraph ?
17. Does the first paragraph introduce the text ?
18. What do you think about the first sentence about the each paragraph?
19. Do you know what the boldface words mean ?
20. What information do you get from the text above ?
21. Please summary the text above !



NAME : .....

CLASS : VIII<sup>c</sup>**ANSWER SHEET**

1.

2.

3.

4.

5.

6.

7.

## ANSWER KEY

### A. Pre Test

1. Koki fish
2. FISH
3. Yes, it does
4. The first sentence in first paragraph is identification about the Koki fish  
The first sentence in second paragraph is described about the koki fish
5. Originally = asli  
Fin = sirip  
Movement = pergerakan  
Awesome = luar biasa  
Snout = moncong/hidung
6. Koki fish is kind of fish which is originally from Japan, it has maroon colour
7. Koki fish is kind of fish which is originally from Japan, it has maroon colour. With a fin that is two times the length of its body, then the fin is waving as if dancing and its fin is so awesome.

### B. Post Test I

1. Unidentidication of victim
2. Accident
3. Yes, it does
4. The first sentence in first paragraph is identification chronology  
The first sentence in second paragraph is described about quantity of the victims.  
The first sentence in last paragraph is recognised of victims.
5. Accident = kecelakaan  
Collapsed = roboh  
Victims = korban  
Senken of eyes = mata cekung  
Unconscious = pingsan
6. There was an accident on Jalan Anggrek yesterday afternoon during heavy rain.
7. There was an accident on Jalan Anggrek yesterday afternoon during heavy rain.  
One of the victims, a fifty year old man with small sunken eyes, a flat nose, gray hair and a scar on his neck, did not carry any identify. The old man wore a dirty white T-shirt with a picture of a bajaj and black trousers (victim).

### C. Post test II

1. Keladi Batik Flower
2. Flower/plant
3. Yes, it does
4. The first sentence in first paragraph is identification about the Keladi Batik Flower  
The first sentence in second paragraph is described about the Keladi Batik Flower

5. Ornaented           = Menghiasi  
Plant                = Tumbuhan  
Grow                = Tumbuh  
Dark                 = Gelap  
Resemble           = Menyerupai
6. Keladi Batik is kind of flower. Its called Keladi Batik because the leaves are unique like batik motif
7. Keladi Batik is kind of flower. Its called Keladi Batik because the leaves are unique like batik motif. Keladi Batik is included genes caladium and aracae family.

### Observation Sheet of Students' Activities in Cycle I

No	Name	Indicators						Score
		1	2	3	4	5	6	
1	ADITYA NAUFAL ATTALAH	✓			✓			2
2	AHMAD FAISAL HIDAYAT		✓		✓			2
3	AMANDA PUTRI ANGELINA			✓		✓		2
4	ANDREANTO	✓		✓			✓	3
5	AYUNI NUFUS	✓		✓			<del>✗</del>	2
6	BENNI TEGUH IMAM S	✓		✓				2
7	DAFFA AL HAKIM	✓		✓		✓	✓	4
8	DEVIANA KARAWISTA		✓		✓			2
9	DEWI YUNITA SARI			✓		✓		2
10	DIMAS ARDIANSYAH	✓			✓			2
11	FEBI AISYAH		✓			✓		2
12	FIFI SUGANDA	✓		✓				2
13	FIKRI AZIZIRUL AKBAR	✓	✓		✓	✓	✓	5
14	JERI SETIADI			✓		✓		2
15	LEVY ENGGAR FRICILIA	✓			✓			2
16	MAULANA AZIZ	✓	✓		✓		✓	4
17	MUHAMMAD IDRID		✓		✓			2
18	NIKO ROSSY MIK'ROJ	✓		✓				2
19	RANI MUSTIKA		✓		✓	✓	✓	4
20	RISHANDIKA ISKANDAR		✓		✓	✓	✓	4
21	SABRINA SALSABILA	✓		✓				2
22	SAFNA ALFIANA	✓		✓	✓			3
23	SELAWATI		✓			✓		2
24	VERA NOVI KARNIZA	✓		✓		✓	✓	4
	TOTAL	13	10	11	12	11	7	64
	AVERAGE (Percentage %)	54.1	41.6	45.8	50	45.8	29.1	<del>41.6</del> 51.6

Tick (✓) for each positive activity

Note:

### Indicators

1. The student can find the topic
2. The student can answer whether the first paragraph introduce the text
3. The student can predict about the first sentence about the each paragraph
4. The student can know what the boldface words mean
5. The student can find information about the text
6. The student can summarise the text

Metro, December 2017

Approved by,  
Collaborator



Apri Mahendra Putra, M.Pd  
NIP. 10770402 200501 1006

Researcher



Ahmad Fuad Shidiq  
St. Number 13106397

### Observation Sheet of Students' Activities in Cycle II

No	Name	Indicators						Score
		1	2	3	4	5	6	
1	ADITYA NAUFAL ATTALAH	✓	✓	✓	✓	✓	✓	6
2	AHMAD FAISAL HIDAYAT	✓			✓			2
3	AMANDA PUTRI ANGELINA		✓	✓	✓	✓	✓	5
4	ANDREANTO	✓		✓	✓		✓	4
5	AYUNI NUFUS	✓		✓	✓		✓	4
6	BENNI TEGUH IMAM S		✓	✓	✓	✓	✓	5
7	DAFFA AL HAKIM	✓	✓	✓		✓	✓	5
8	DEVIANA KARAWISTA		✓		✓			2
9	DEWI YUNITA SARI	✓		✓	✓		✓	4
10	DIMAS ARDIANSYAH	✓		✓			✓	3
11	FEBI AISYAH		✓	✓	✓		✓	4
12	FIFI SUGANDA	✓	✓	✓		✓	✓	5
13	FIKRI AZIZIRUL AKBAR	✓	✓	✓	✓	✓	✓	6
14	JERI SETIADI		✓	✓		✓	✓	4
15	LEVY ENGGAR FRICILIA	✓	✓		✓		✓	4
16	MAULANA AZIZ	✓	✓	✓	✓	✓	✓	6
17	MUHAMMAD IDRID	✓	✓	✓		✓	✓	5
18	NIKO ROSSY MIK'ROJ		✓	✓		✓	✓	4
19	RANI MUSTIKA	✓	✓	✓	✓	✓	✓	6
20	RISHANDIKA ISKANDAR	✓	✓	✓	✓		✓	5
21	SABRINA SALSABILA	✓	✓		✓		✓	4
22	SAFNA ALFIANA	✓	✓	✓	✓	✓	✓	6
23	SELAWATI		✓	✓		✓	✓	4
24	VERA NOVI KARNIZA	✓	✓	✓	✓		✓	5
	TOTAL	17	19	20	17	13	22	108
	AVERAGE (Percentage %)	70.8	79.1	83.3	70.8	54.6	91.6	75.0

Tick (✓) for each positive activity

Note:

Indicators

7. The student can find the topic
8. The student can answer whether the first paragraph introduce the text
9. The student can predict about the first sentence about the each paragraph
10. The student can know what the boldface words mean
11. The student can find information about the text
12. The student can summarise the text


Metro, December 2017

Approved by,  
Collaborator



Apri Mahendra Putra, M.Pd  
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Researcher



Ahmad Puad Shidiq  
St. Number 13106397

**FIELD NOTE**

Cycle I	First Meeting December, 12 <sup>th</sup> 2017.	Most of students were gotten the score below the target of minimum standard criteria, so the researcher could repair a plan in the cycle I.
	Second Meeting December, 13 <sup>th</sup> 2017	Some of students were annoyed when the teacher explained the material, but some of students were enjoyable the learning process.
	Third Meeting December, 14 <sup>th</sup> 2017	The students paid more attention when the teacher gave evaluation by given the Post-Test 1 in the cycle I.
Cycle II	First Meeting Januari, 4 <sup>th</sup> 2018	The students have understood the way and the rule to follow the teacher instruction based on the reciprocal teaching method rules.
	Second Meeting Januari, 6 <sup>th</sup> 2017	The students were very enjoy to do the Post-Test 2. Because, it was way easy after they got the treatment in every meeting.



## Research Documentation



## CURRICULUM VITAE

The name of a researcher is Ahmad Fuad Shidiq. He was born in Magelang on September 7<sup>th</sup>, 1997. He is the first son of happy couple Mr. Sarno, S.Pd.I (past a way) and Mrs. Siti wakhidatun. He graduated from Elementary school (SD Annur Bandar jaya) and finished on 2007.



And then he continued his study in Junior High School (SMPN 4 Bandar Jaya) and finished on 2010. After graduated from Junior High School, he continued to Senior high school (MAN 1 LAMPUNG TENGAH) and finished on 2013. And on 2013 he continued his study as a student of S-1 English education Department of State Institute for Islamic Studies Metro (IAIN Metro).