

**THE EFFECT OF THIEVES READING STRATEGY
ON EIGHT GRADERS' READING ACHIEVEMENT**

A THESIS



Jeremy Budi Prayogo

1213015023

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA**

2019

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In Partial Fulfillment of the Requirements for

Sarjana Pendidikan Degree

in English Language Teaching



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2019

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Bersama ini saya:

Nama : Jeremy Budi Prayogo
Nomor Pokok : 1213 015 023
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

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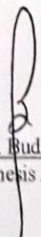


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Nomor Pokok : 1213 015 023
Program Studi Pendidikan : Bahasa Inggris 1
Jurusan : Bahasa dan Seni
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
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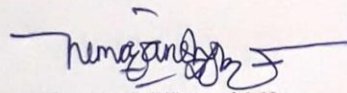

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NRP. 1213 015 023

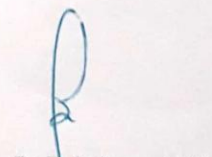
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Dr. V. I. Priambodo, M.Pd
Head of the Faculty of Teacher
Training and Education


Haris Winarlim, M.Sc.
Head of English Department

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TABLE OF CONTENTS

COVER	i
TITLE.....	ii
STATEMENT OF AUTHENTICITY.....	iii
APPROVAL SHEET I.....	iv
APPROVAL SHEET OF PUBLICATION.....	v
APPROVAL SHEET II.....	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF FIGURES.....	xi
LIST OF APPENDICES.....	xii
ABSTRACT.....	xiii

CHAPTER I : INTRODUCTION

1.1 The Background of The Study.....	1
1.2 Research Problem/Question.....	2
1.3 The objective of the study.....	2
1.4 Theoretical Framework.....	2
1.5 The Significance of The Study.....	2

1.6	Scope of The Study.....	3
1.7	Hypothesis.....	3
1.8	Definition of Key Terms.....	4

CHAPTER II : REVIEW OF RELATED LITERATURE

2.1	Theory of Reading.....	5
2.1.1	Theory of Reading Strategy.....	6
2.1.2	Theory of THIEVES Reading Strategy.....	6
2.1.3	Advantages of THIEVES Reading Strategy.....	8
2.1.4	How to assess THIEVES Reading Strategy.....	8
2.2	Theory of Texts.....	11
2.2.1	Theory of Recount Text.....	11
2.3	Previous Studies.....	12

CHAPTER III : METHODS

3.1	The Design.....	16
3.2	The Subject.....	17
3.3	Treatment.....	17
3.4	Instrument.....	19
3.5	Field Worker.....	20
3.6	Data Collection.....	20
3.7	Data Analysis.....	21

CHAPTER IV : FINDINGS AND DISCUSSION

4.1	Findings.....	22
4.2	Discussion of Findings	25
4.2.1	Discussion of Findings related to Theories.....	27

CHAPTER V : CONCLUSION AND SUGGESTIONS

5.1	Conclusion.....	29
5.2	Suggestions	30
5.2.1	Suggestions for English Teachers.....	30
5.2.2	Suggestions for Further Studies.....	31

BIBLIOGRAPHY	32
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APPENDICES	34
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List of Figures

Table 3.1 Treatment Schedule	19
Table 4.1 The mean and score gain	23
Table 4.2 The T-Test Result for Experimental Group	24
Table 4.3 The T-Test Result for Control Group	24

LIST OF APPENDICES

Appendix 1 The List of Experimental Group	34
Appendix 2 The List of Control Group	35
Appendix 3 Control Group's Score	36
Appendix 4 Experimental Group's Score	37
Appendix 5 Lesson Plan	38
Appendix 6 Instrument	44
Appendix 7 Answer Key	51
Appendix 8 Recount Texts Used for Treatments	52
Appendix 9 THIEVES Sheet	59
Appendix 10 Documentation	60

ABSTRACT

Prayogo, Jeremy Budi. 2019 **The Effect of THIEVES Reading Strategy on Eight Grader's Reading Achievement.** English Department of Faculty of Teacher Training and Education, Widya Mandala Catholic University.

Advisor: Dr.B Budiyono, M.Pd

Keywords : Reading, THIEVES

The main reason that motivates the writer to conduct this study is that teaching reading at school is often boring for the students thus not effective and students tend to read the whole text but don't get the idea of the text. What is worse is that the students cannot differentiate the parts of the text.

Because of these reasons, the writer wants to use a reading strategy called THIEVES to make students understand the part of the text and also 'steal' the information from the text. The writer intends to examine the use of THIEVES in teaching reading. Its aim is to examine whether the use of THIEVES will have effect on students' reading achievement not.

The research was conducted at SMP Santa Maria Surabaya during the academic year of 2019/2020. This was a quantitative research, using two groups pretest posttest design. The study was conducted in two classes; the experimental group (VIIC) and control group (VIIIA). The experimental group was taught by using THIEVES strategy, while control group was taught by the English Teacher of SMP Santa Maria, Pak Bernard R. Noweng S.Pd using the teacher's technique.

After collecting the data, it was found that the pre-test average score for experimental group was 77 and control group was 73,75. While the average score of post-test for experimental group was 84,7 and control group was 79. The t-observation for experimental group was 1,690 and t-table was -5,067. Since 1,690 was greater than -5,067 so H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted.

Here the writer concluded that there is a significant improvement on eight graders' reading achievement after they were taught using THIEVES.