

**Using THIEVES Strategy to Increase Students' Reading Comprehension at
Junior High School**

PAPER

Submitted as a Partial Fulfilment of Requirement to Obtain
Strata One (S1) Degree



By:

Dina Gusvianti
(86682/2007)

ADVISOR:
Yuli Tiarina, M.Pd

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ART
THE STATE UNIVERSITY OF PADANG
2012**

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

*Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang*

**USING THIEVES STRATEGY TO INCREASE STUDENTS'
READING COMPREHENSION AT JUNIOR HIGH**

Nama : Dina Gusvianti

NIM/BP : 86682/2007

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, July 2012

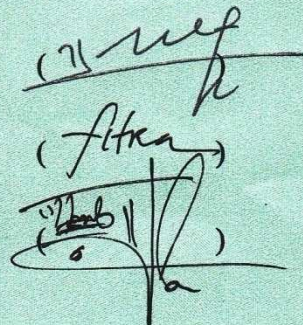
Tim Penguji:

Ketua : Yuli Tiarina, M.Pd

Anggota : 1. Fitrawati, S.S, M.Pd

2. Delvi Wahyuni, S.S, M.A

Tanda Tangan



The image shows three handwritten signatures in black ink. The first signature is at the top, the second is in the middle, and the third is at the bottom. Each signature is written over a horizontal line.

ABSTRAK

Gusvianti, Dina. 2012. *Using THIEVES Strategy to Increase Student's Reading Comprehension at Junior High School*

Dalam proses belajar mengajar banyak cara pengajaran yang dapat digunakan untuk membantu siswa memahami pelajaran dan memudahkan proses belajar mengajar. Dalam proses belajar mengajar banyak siswa yang kesulitan dalam memahami teks dalam suatu bacaan, khususnya descriptive text. Untuk itu penulis memperkenalkan sebuah strategi dalam mengerjakan *reading* yaitu dengan menggunakan “THIEVES” strategi (Title, Headings, Introduction, Every first sentence, Visual, End of the text, and Summary). Title/judul, Headings/bagian atas atau kepala text, introduction/ pengenalan atau pengantar text, Every first sentence/ kalimat pertama dalam text, visual/ media sebagai alat peraga, end of text/ akhir dari text, summary/ kesimpulan dari text. Dalam strategi ini siswa akan lebih mudah menemukan informasi dari teks. Dalam strategi ini siswa diberikan kesempatan untuk menemukan informasi sebelum mereka membaca sehingga mereka lebih aktif dan termotivasi dalam pembelajaran bahasa Inggris khususnya dalam *reading*. Penulis juga berharap strategi ini dapat memberikan kontribusi bagi guru dalam mengajarkan *reading* dan bisa meningkatkan minat siswa dalam membaca.

ACKNOWLEDGMENTS

Alhamdulillahil 'alamin.

Praise and bless are to Almighty Allah SWT who has given the writer the merciful and strength in completing and finishing this study, entitled **“Using THIEVES Strategy to Increase Students’ Reading Comprehension at Junior High School”**. There was no other power except from the Almighty who gave the way to make the process through its goal. She also sends “Shalawat and Salam” along with Greetings to Prophet Muhammad SAW, the last prophet and the greatest leader for human beings.

Then, the writer would like to express her gratitude to her advisor, Yuli Tiarina, M.Pd who has given her busy time and guidance in process of writing this paper. Then the writer also sends her gratitude to Fitriawati, S.S, M.Pd and Delvi Wahyuni, S.S, M.A for their comments and suggestions in this paper examination for the improvement of this paper. Then, the Chairperson and Secretary of English Department State University of Padang; Dr. Kurnia Ningsih, M.A and Dra. An Fauzia Rozani Syafei, M.A. The writer also thanks to her Academic Advisor Drs.Saunir M.Pd for his guidance along the writer’s studies and to all the lecturers who have taught and transferred their knowledge during her study. The writer would also like to address her greatest thanks to all of the staff in the department for all the helps and the contributions.

Above all, the writer would like to dedicate her deepest thanks to her beloved parents’; for the last “lovely Papa” (Alm) Desman S.Pd, and “lovely

Mama” Sri Hartati S.Pd who always pray, guide, love, support and give all their life to the writer. Then, to her beloved older sister Merri Hardesi S.Farm Apt, who gives her spirit to do her best effort in her life, and to her little sister, Meirina Yolanda. Hopefully you will be a good midwife someday.

The writer would like to say thanks to all English Department students education and non education program for sharing ideas and supporting to each other that cannot be mentioned one by one who were always be with her during her happiness and sadness, be her inspiration, her motivator, accompany her to find out the meaning of true friendships in this life, together and share about love, life and stood up for survival in this life.

This paper is still far from being perfect. Therefore, the writer welcomes any constructive critics and suggestions from the readers for the improvement of the paper. Thank you very much.

Padang, June 20

The writer

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	iv
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Limitation of the Problem	3
C. Formulation of the Problem	4
D. The Purpose of the Paper	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Nature of the Reading	5
1.Defenition of Reading	5
2.Reading Comprehension	6
3.Teaching Reading at Junior High School	8
4.The Nature of Descriptive Text	10
B. The Nature of THIEVES	12
1.Defenition of THIEVES	12
2.Component of THIEVES	13
3.Procedure of THIEVES	14
CHAPTER III DISCUSSION	
A. Preparation	16
B. Procedure	17
CHAPTER IV CONCLUSSION AND SUGGESTION	
A. Conclusion	27
B. Suggestion	28
BIBLIOGRAPHY	
APPENDIX 1	

CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English becomes one of the subject that has to be learned by the students. Nowadays, English has been introduced from kindergarten up to elementary school. They just only learn about some vocabularies. It differs from students in junior and senior high schools, the English subject is deeper and wider explained. They do not only learn about vocabularies but also about grammar, kinds of text, how to speak in English, writes some paragraph, and others.

Education Department has decided that English becomes one of subject that should be examined in UN (Ujian Nasional). There are four major skills that a learner of a foreign language needs to master: listening, reading, speaking, and writing. But many EFL students think that reading is difficult than other skills. It happens because the students do not only have to master the structure of the sentence in the passage, but also to comprehend the meaning explicitly and implicitly. Actually, the aim of teaching reading is to make the students able to read English text effectively and efficiently.

According to Nunan (2003: 69), reading is an essential skill for learners of English as a second language. 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.

Reading is taught through genre. It is based on the curriculum used this time; school based curriculum (KTSP). There are several texts that should be mastered by junior high school students. There are three kinds of general texts in English: transactional text, interpersonal text, and monolog text. Transactional and Interpersonal texts are similar with a dialogs. The texts give the students information and knowledge about a simple dialog also they found in daily activity such as how to say thaks, love, like and dislike, simphy, permission, sugestion, advice, recieve and refuse and etc.

In monolog there are many kind of texts, they are narrative, recount, procedure, report, spoof, news item, hortatory, explanation, descriptive text and others. Every kind of text has different characteristic. Descriptive is one of text that is learn in eighth class in junior high school. Descriptive texts also have types; such as describing about Person, Place, and thing.

Based on the writer's teaching experience in junior high school, the students faced difficulties in learning reading comprehension, especially in reading descriptive text. It was caused by three factors: the first, students were difficult to find the ideas from the text. The second, they were difficult to understand the words of the text. And finally, they had insufficient background knowledge related to the text that was being discussed. So, the students were lazy to read English text.

In fact, the teacher should create a different technique in teaching a descriptive text. The teacher can use the appropriate strategy in the classroom. The

strategy can help the students in getting a deep understanding to comprehend the text and have to think critically the text given and to figure out the writer's unstated meaning. There are some strategies that can be applied for the teacher in the classroom, such as PR2 strategy (Preview, Read and Review), Reputation and motivation strategy, Mind Mapping strategy, and THIEVES strategy (Title, Headings, Introduction, Every first sentence, Visual, End of the text, and Summary) because it can motivate the students to increase their reading comprehension.

One of the strategies to understand the descriptive text is using THIEVES strategy. Manz (2009) states that THIEVES is an acronym that helps students go through all the necessary prereading steps before diving into a textbook chapter: Title, Headings, Introduction, Everything they know, Visuals, End-of-chapter materials. It is a way to get students to build extensive knowledge of the text even before they read the first "normal" words of chapter. To analyze descriptive text, need a critical comprehension in understanding the text, therefore THIEVES is used to help the students in comprehending the text, especially descriptive text.

B. Limitation of the Problem

The problem of this paper is limited to the use of THIEVES strategy for students of Junior high school. It is aimed at increasing students reading comprehension especially in descriptive text.

C. Formulation of the Problem

The writer formulates the problems into: “ How does the student and teacher learn about reading in descriptive text by using THIEVES strategy at junior high school?”

D. The Purpose of the Paper

This paper explains how THIEVES strategy can be used in teaching reading especially in descriptive text to junior high school students.