

IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT THROUGH THIEVES STRATEGY TO THE 10TH GRADE STUDENTS OF MAN 1 PANGKALPINANG

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Abstract: The objectives of the research were; to describe the implementation of THIEVES strategy to the 10th grade students of MAN 1 Pangkalpinang; to figure out if there is any significant difference between the students who are taught by using THIEVES strategy and the students who are not taught by using non - THIEVES strategy to the 10th grade students of MAN 1 Pangkalpinang. In this research the researcher used quantitative approach with experimental research that was quasi-experimental design. The total samples was 78 students, consisted of X MIA 3 was 39 students as experimental group and X IIS 1 was 39 students as control group. The result of the test was analyzed by using SPSS 22.0 of Paired Sample t-test and Independent sample t-test. Based on the result of analysis there were two research findings. First, the implementation of THIEVES strategy usage could improve students' reading comprehension in narrative text. It could be seen that the pre-test mean score in experimental group was 46.000 and control group was 45.179. Meanwhile, the post-test mean score in experimental group was 70.769 and control group was 68.461. Second, there was a significance difference between students who were taught by using THIEVES strategy and students who were not. It was known from the result of independent samples t-test. The t obtained was higher than t table ($5.872 > 1.684$) and the p output was lower than computation with level significant ($0.000 < 0.05$). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It could be concluded that THIEVES strategy was effective to improve students' reading comprehension.

Keywords: Improving, Reading Comprehension, Narrative Text, THIEVES Strategy

A. Introduction

Nowadays, our government have applied a new curriculum, it is called 2013 curriculum. According to 2013 curriculum, students of Senior High School must master each genre, because they have learned it when they were in Junior High School. Narrative is one type of texts that has a function to entertain with complication or problematic events. After that, there is a resolution to solve the problem itself.¹ In narrative texts, there are some generic structures, such as: orientation, evaluation, complication, resolution, and re-orientation. As we know that, narrative is not a new thing in the English language. It becomes a popular genre for students, because in every curriculum of school there is a material learning about narrative texts. At least, the students have to be able to comprehend narrative texts correctly.

However, in reality, some students of the 10th grade at MAN I Pangkalpinang got some problem in comprehending the text. Based on the preliminary observation February on 10, 2017, by giving them a pre-test and observation the students at MAN 1 Pangkalpinang, the researcher found that the students had low comprehension in reading narrative. Some problems faced by the students and the teacher were known in some indicators, as follows:

- The results of try out, researcher found that 80% of 79 students got lower than 70 in doing the test. Students experienced difficulties in some narrative texts features, such as: generic structures. Students got difficulties to determine the generic structures of paragraphs. And, students got difficulties for looked the specific of information and used vocabulary knowledge, and so on.
- The whole students' observation, the researcher found that students experienced difficult in narrative texts features. They are still confused how to comprehend the text.
- The teacher of English's observation at MAN 1 Pangkalpinang, the problems were; the students did not know to identify the structure and lexico grammatical

¹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar: An Introductory of Workbook* (Sydney: Anterpedeon Educational Enterprise, 1994), p. 204.

features in narrative texts, they were not able to identify the conjunction of sentence, and they were not able to identify V2 in simple past tense in narrative text.

Then, there should be an interesting strategy to help students improve their ability in reading. This case, the teacher should apply an interest strategy in the class. As we know that, there are some ways in teaching reading comprehension. One of them that could be used is using THIEVES strategy. It can help the reader's in understanding and empower their background knowledge. In other words, the reader has desire to learn more the material he/she is reading.

Actually, THIEVES is an alternative way in reading a book with special steps and give some benefits in reading activity. Manz stated that "THIEVES is a pre reading strategy by using easily acronym to remember". Students learn how to "steal" information from each acronym of THIEVES.²

Moreover, Zwiers stated that, there are three procedures of THIEVES in learning process, such as:

- Tell the students to become a "Thief" but not in criminal fields. This is for education especially in reading to steal the information from the text as much as you can.
- Tell the students to draw some boxes of each acronym of THIEVES in a board. After that, tell them to write the information in every single box.
- After they practice steps 1 and 2 tell them to present the results in front of the class in pairs or groups work.³

THIEVES strategy is useful to help the students' difficulties in comprehend a text, especially in narrative text and it will be nice class because everybody takes part or active to do the steps during reading process. Then, this strategy was already done by some researchers. There were three previous related studies of this strategy, such

² Dina Gusvianti dan Yuli Tiarina, "Using THIEVES Strategy to Increase Students Reading Comprehension of Descriptive Text to the eighth class in Junior High School", *Journal English language teaching (ELT)*, vol.1, no.1 (2012), pp. 219-224.

³ Jeff Zwiers, *Building Reading Comprehension Habits in Grade 6-12: A toolkit of Classroom Activities* (Newark, DE: International Reading Association, 2004), p. 78.

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as: the first research written by Rizky Ananda focused on teaching reading of recount text to the 8th grade students of SMP Negeri 23 Semarang.

The second research written by Arrohmah focused on the effect of using THIEVES strategy to second year students at MAN Kuok. The third research written by Ibrahim Mohamed Alfaki and Ahmed Gumaa Siddiek. The main aim of this study was investigated the role of activating background knowledge in reading comprehension by student's community.

Based on problematization above, the writer formulated two problems of the study as follows: How is the implementation of THIEVES strategy to the 10th grade students of MAN 1 Pangkalpinang? Is there any significant difference between the students who are taught by using THIEVES strategy and the students who are not taught by using non-THIEVES strategy of the 10th grade students of MAN 1 Pangkalpinang?

The author tracked previous related studies in order to take position in this field. The strategy of THIEVES was already done by some researchers. The first research entitled, "The Effectiveness of Using THIEVES Strategy in Teaching Reading of Recount Text (An Experimental Research with the 8th Grade Students of SMP Negeri 23 Semarang in the Academic Year of 2015/2016)", written by Rizky Ananda. This research was aimed to find out the effectiveness of THIEVES in teaching reading of recount text to 8th grade students in SMP Negeri 23 Semarang. The method used in this research was an experimental research, which conducted in two groups; exp group and ctrl group. The total number of students was 8th grade students of Junior High School 23 in Semarang. The research was conducted in two classes; VIII A as an exp group was taught by using THIEVES and VIII B as a ctrl group was taught by using non-THIEVES.

The second research entitled, "The Effect of Using THIEVES Strategy toward Reading Comprehension of the Second Year Students at MAN Kuok" written by Arrohmah. The objective of this study was to find out the ability of the second year students in comprehending reading text by using THIEVES strategy, and to obtain

the effect of using THIEVES strategy toward reading comprehension of the second year students at MAN Kuok. To analyze the data, the researcher used independent t-test formula. The result of data analysis was higher than t-table. In other words, there was a significant effect of using THIEVES strategy toward reading comprehension of the second year students' at MAN KUOK. Therefore, it can be concluded that students reading comprehension taught by using THIEVES strategy was higher than student reading comprehension taught by using three phase technique.⁴

The last previous related studies entitled, "The Role of Background Knowledge in Enhancing Reading Comprehension" written by Ibrahim Mohamed Alfaki and Ahmed Gumaa Siddiek. The main aim of this study was investigated the role of activating background knowledge in reading comprehension by the student's community. The design of the research was an experimental design, which conducted in two groups; experimental group and control group.

The similarities of this research with the second previous related studies is teaching reading comprehension in narrative text by using THIEVES strategy. However, the second previous related studies took a sample of the second year students at MAN Kuok and the problem that faced by students not only focused on generic structure of narrative text but this research discussed about the communicative purpose in narrative text. While, this research took a sample of 10th grade students in MAN 1 Pangkalpinang and focused on generic structure of narrative text, lexicogrammatical features, and using vocabulary knowledge in narrative text.

Then, the differences of the related previous studies with this research are the first and third research used experimental design and focused on teaching reading of recount text to the 8th Grade Students of SMP Negeri 23 Semarang in the Academic Year of 2015/2016 and focused on the role of background knowledge in enhancing reading comprehension of third year secondary school students' communities.

⁴ Arrohmah, "The Effect of Using Title, Headings, Introduction, Every First Sentence in a Paragraph, Visual and Vocabulary, End-of-Chapter Questions, Summary (THIEVES) Strategy toward Reading Comprehension of the Second Year Students at MAN Kuok", *Unpublished Thesis*, Pekanbaru: State Islamic University of Sultan Syarif Kasim. (Online): (<http://repository.uin-suska.ac.id/9669/1/>.pdf, accessed on July, 24th, 2017).

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The weaknesses of previous research were the third research did not focus on what the type of texts that used in the study. It only focused on the role of background knowledge of students in general. However, the strengths of this research is this study not only focus on reading comprehension in general but also focus on one type of the text in English to comprehend, it is narrative texts in order to the students can achieve a good comprehension in reading. And, this study used a quasi experimental as a research design in order to get a comparison between an experimental class who are taught by using THIEVES strategy and a control class who are taught by using non- THIEVES strategy that can improve their reading comprehension in narrative texts.

Then, it is one of the effective way to active the students previous related studies to the topic of the text before he or she actually read the text carefully.⁵ According to Zwiers, here are the procedures of THIEVES in learning process, such as:

- Tell the students to become a thief and steal the information from the text as much as they can.
- Tell them to follow every acronym of THIEVES, and make a box in a board. After that, write down everything about the text based on the acronym.
- Finally, ask them to make a pairs or groups and do the task from the teacher by using THIEVES strategy.⁶

B. Methodology

1. Population and Sampling

The population in this study was all of the 10th grade students of MAN 1 Pangkalpinang with total number of students 393. They consisted of nine classes. In this research, the researcher used nonprobability sampling technique. In nonprobability sampling, it means that the researcher selects the sample based on their ability, characteristics, and their convenient about the study. One kind of Non-probability sampling was purposive sampling for conducting the research. Purposive

⁵Jeff Zwiers, *Building Reading Comprehension Habits in Grade 6-12*, p. 76.

⁶*Ibid*, p. 78.

sampling was a sampling technique which took the sample with the certain consideration.⁷

However, the population in this research had 393 students, so the researcher was taken two classes of population as a sample. The sample of this study was the 10th grade for X MIA 3 and X IIS 1 at MAN 1 Pangkalpinang. For the experimental group the researcher choose X MIA 3, and according to the teacher class X IIS 1 was better than class X MIA 3 and for class X IIS 1 their reading comprehension in narrative text was better based on the test the researcher did in school and for control group the researcher choose class X IIS 1, because their reading comprehension better than class X MIA 3.

Table 2. The sample of the study

No.	Group	Class	Gender		Total
			M	F	
1.	The Experimental Group	X MIA-3	14	25	39
2.	The Control Group	X IIS-1	18	21	39
Total			78		

2. Technique for Collecting Data

In this study, the researcher used three kinds of techniques for collecting data they were: test, observation and documentation.

a. Test

Test took a sample of the respondent's behavior/ knowledge on the basis of sample, inferences were made about the degree of the development of the individual's abilities or skill. Thus, a test measures how well someone could do something.⁸ This research was going two kinds of tests include a pre-test was given to the students before the giving of a treatment in learning process. Meanwhile, post test is given after treatment. Those tests measure how well students can do reading comprehension in narrative text.

b. Observation

⁷ *Ibid*, pp. 145-6.

⁸ Zoltan Dornyei, *Questionnaire in Second Language Research, construction, administration, and processing* (Newark: Lawrence Erlbaum Associates, Publisher, 2003), p. 6-7.

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In this research, the researcher used observation as the instrument to know the application of THIEVES strategy in improving students' reading comprehension. According to Nunan and Bailey observation was to investigate what happened inside the classroom when learners and teachers come together. Nunan and Bailey purpose that observation was related to procedures for gathering data during actual activities.⁹

The researcher used an observation sheet from Zainal Asril to observed cooperation, concept, and interaction/participations.¹⁰ The cooperation and interaction/ participation were including performance of the students, while concept was including the product of the research. The classifications of the three items were: cooperation, concept, and interaction/participation. The classifications of the three items were:

- Cooperation. The students always cooperate with his/her friends in their groups
The students sometimes cooperate with his/her friends in their groups
The students never cooperate with his/her friends in their groups
- Concept. The students have a very good understanding in the concept. The students have a good understanding in the concept. The students have a poor understanding in the concept
The students have no understanding in the concept
- Interaction/ participation. The students always participate actively in discussions.
The students sometimes participate actively in discussions
The students never participate actively in discussions

c. Documentation

Documentation consisted of some events during teaching and learning process. For example: images, monumental works of a person, and text.¹¹ In this case, researcher used lesson plan, syllabus, students' name list, students' worksheet, photos, and others as the instrument to collect the data.

3. Technique for Analyzing Data

⁹David Nunan and Kthleen M. Bailey, *Exploring Second Language Classroom Research* (Heinle: Cengage Learning, 2009), p. 258.

¹⁰Zainal Asril, *Micro Teaching* (Jakarta: PT Raja Grafindo Persada, 2010), p. 174-5.

¹¹Zoltan Dornyei, *Questionnaire in Second Language*, p. 240.

After collecting the data, the next step was analyzed the data itself. The researcher analyzed the data of test and observation. Meanwhile, the researcher was not analyzed the documentation part because the data of documentation was analyzed with non-statistical analysis.

a. Test

The students' reading comprehension test was used to cover the range of the results from the text. It would be scored in term of two elements: identifying patterns of organization and using vocabulary knowledge. Identifying patterns of organization were concerned to generic structure of the narrative text (orientation, events, complication, resolution, and re-orientation), and lexico-grammatical features of narrative text (the used of simple past tense in narrative text and the used of conjunction). Meanwhile, using vocabulary knowledge was concerned to verb, noun, adjective, and guessing word meaning (synonym and antonym).

b. Data from observation

In this research, observation was conducted during the process of learning. The data of observation was analyzed with non-statistical analysis. Data observation was described in descriptive percentage form, it used to explain the students' activities individually and group during the implementation of THIEVES strategy development in improving students' reading comprehension skills in narrative texts.

C. Findings and Interpretation

The findings include the implementation of THIEVES usage, the result of pre-test and post-test of the experimental and control group, and the significant difference between experimental and control group.

1. The Statistical Analysis Test of Experimental and Control Group

a. The Result of the Pre-test and Post test of Experimental Group

A pre-test and post-test had been administered to the X MIA 3 of MAN 1 Pangkalpinang in order to notice the students' improvement in learning reading comprehension by using THIEVES strategy. The researcher got the score of pre-test and post-test of experimental group. The lowest score in pre-test of the experimental

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group was 16 and the highest was 83. Meanwhile, in post test the lowest was 60 and the highest was 100.

Table 3. The Statistical Analysis in Pre-test and Post-test score of Experimental Group

		<i>Mean</i>	<i>N</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Pair 1	PRE -TEST	46.0000	39	15.89108	2.54461
	POST-TEST	79.2308	39	8.07355	1.29280

Based on the paired sample statistics above, the mean score of pre-test in the experimental group was 46.000, the standard deviation was 15.891. Standard deviation is the criteria of the amount of data to quantify a set data of values. There are two points of standard deviation, such as: first, a low standard deviation shows that data points are close to the mean. Meanwhile, a high standard deviation shows that data points are not close to the mean. Then, the standard error mean was 2.544. The standard error mean is a measure of the standard deviation. Meanwhile, the mean score of post-test in the experimental group was 79.230, the standard deviation was 8.073, and the standard error mean was 1.292.

Table 4. Paired Samples Correlations

		<i>N</i>	<i>Correlation</i>	<i>Sig.</i>
Pair 1	PRE -TEST & POSTTEST	39	.238	.145

The paired sample correlation above showed that the correlation between the pre-test and post-test of experimental group was 0.238 and the probability score or significant output was 0.145.

Table 5. Paired Samples Test

		<i>Paired Differences</i>					<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
		<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>95% Confidence Interval of the Difference</i>				
					<i>Lower</i>	<i>Upper</i>			
Pair 1	PRE -TEST	-			-	-	-		
	POSTTEST	33.23077	16.02048	2.56533	38.42401	28.03753	12.954	38	.000

In the table of paired sample test, the table showed that the difference of mean between pre-test and post-test of experimental group was -33.230, standard deviation was 16.020, standard error mean was 2.565, t-obtained was -12.954, Sig. (2 tailed) 0.000, and $(; .) = 2.021$. Since Sig. (2 tailed) = 0.000 < (0.05), therefore was rejected.

So, there was significance different between students' pre-test and post-test in learning reading comprehension by using THIEVES strategy.

b. The Results of the Pre-test and Post-test of the Control Group

A pre-test and post-test had been administered to the X IIS 1 of MAN 1 Pangkalpinang in order to notice the students' improvement in learning reading comprehension by using non-THIEVES strategy. The researcher got the score of pre-test and post-test of experimental group. The lowest score in pre-test of the control group was 10 and the highest was 90. Meanwhile, in post test the lowest was 50 and the highest was 80.

Table 6. The Statistical Analysis in Pre-test and Post-test score of Control Group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	45.1795	39	18.07713	2.89466
	POSTTEST	68.4615	39	8.12354	1.30081

Based on the paired sample statistics above, the mean score of pre-test in the control group was 45.179, the standard deviation was 18.077. Standard deviation is the criteria of the amount of data to quantify a set data of values. There are two points of standard deviation, such as: first, a low standard deviation shows that data points are close to the mean. Meanwhile, a high standard deviation shows that data points are not close to the mean. Then, the standard error mean was 2.894. The standard error mean is a measure of standard deviation. Meanwhile, the mean score of post-test in the control group was 68.461, the standard deviation was 8.123, and the standard error mean was 1.300.

Table 7. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE -TEST & POSTTEST	39	.565	.000

The paired sample correlation above showed that the correlation between the pre-test and post-test of control group was 0.565 and the probability score or significant output was 0.000.

Table 8. Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE -TEST	-			-	-	-		
	POSTTEST	23.28205	15.06468	2.41228	28.16546	18.39865	9.651	38	.000

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In the table of paired sample test, the table showed that the difference of mean between pre-test and post-test of experimental group was -23.282, standard deviation was 15.064, standard error mean was 2.412, *t-obtained* was -9.651, Sig. (2-tailed) 0.000, and *t-table* (39;0.05) = 2.021. Since Sig. (2 tailed) = 0.000 < α (0.05), therefore H_0 was rejected. So, there was significance different between students' pre-test and post-test in learning reading comprehension by using non-THIEVES strategy.

c. Statistical Analysis Students' Pre-Test between Experimental Group and Control Group

Table 9. Group Statistics

	Category	N	Mean	Std. Deviation	Std. Error Mean
SS_Score	Pre.Exp	39	46.0000	15.89108	2.54461
	Pre.Ctrl	39	45.1795	18.07713	2.89466

Based on the group statistics above, the mean score of pre-test in the experimental group was 46.000, the standard deviation was 15.891 and the standard error mean was 2.544. The mean score of pre-test in the control group was 45.179, the standard deviation was 18.077, and the standard error mean was 2.894.

Table 10. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SS_Score	Equal variances assumed	.537	.466	.213	76	.832	.82051	3.85410	-6.85559	8.49662
	Equal variances not assumed			.213	74.771	.832	.82051	3.85410	-6.85763	8.49866

The result of independent sampled test table showed that the mean pre-test of experimental group and control group in equal variances assumed and equal variances not assumed were 0.820, standard error difference both of equal variances assumed and equal variances not assumed were 3.854. It was found that p-output t obtained in equal variances assumed and equal variances not assumed 0.231. Comparing the t obtained and t table or 0.213 < 1.684 or Sig. (2-tailed) value (0.832) < 0.05, it means

that there was significant difference between the pre-test of experimental group and pre-test of control group.

d. Statistical Analysis Students' Post-Test between Experimental Group and Control Group.

Table 11. Group Statistics

	Category	N	Mean	Std. Deviation	Std. Error Mean
SS_Score	Pre.Exp	39	79.2308	8.07355	1.29280
	Pre.Ctrl	39	68.4615	8.12354	1.30081

Based on the group statistics above in table 14, the mean score of post-test in the experimental group was 79.230, the standard deviation was 8.073. Standard deviation is the criteria of the amount of data to quantify a set data of values. There are two points of standard deviation, such as: first, a low standard deviation shows that data points are close to the mean. Meanwhile, a high standard deviation shows that data points are not close to the mean. Then, the standard error mean was 1.292. The standard error mean is a measure of the standard deviation. Therefore, the relationship of standard deviation and standard error were the values of standard deviation equals to the standard error. They only separated by the sample size. In addition, if the value of standard deviation was a law, so standard error was a law too. Meanwhile, the mean score of post-test in the control group was 68.461, the standard deviation was 8.123, and the standard error mean was 1.300.

Table 12. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SS_Score	Equal variances assumed	1.955	.166	5.872	76	.000	10.76923	1.83397	7.11657	14.42189
	Equal variances not assumed			5.872	75.997	.000	10.76923	1.83397	7.11656	14.42190

The result of independent sampled test above showed that the mean post-test of experimental group and control group in equal variances assumed and equal

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variances not assumed were 10.769, standard error difference in both of equal variances assumed and equal variances not assumed were 1.833. It was found that p-output t obtained in equal variances assumed and equal variances not assumed 5.872. Comparing the t obtained and t table or $5.872 > 1.684$ and *Sig. (2-tailed)* value (0.000) < 0.05 , it means that there was significant difference between the post-test of experimental group and post-test of control group.

e. The Comparison between Experimental Group and Control Group

Table 13. The Comparison between Experimental Group and Control Group

Group	Pre-Test Highest Score	Post-Test Highest Score	Pre-Test Lowest Score	Post-Test Score	Pre-Mean	Post-Mean
Exp. Group	83	100	16	60	46.000	79.230
Ctrl. Group	90	80	10	50	45.179	68.461

From the table above, the highest score of pre-test in experimental group was 83 and the lowest was 16. The highest score of post-test in experimental group was 100 and the lowest was 60. The highest score of pre-test in control group was 90 and the lowest was 10. The highest score of post-test in control group was 80 and the lowest was 50. The mean of pre-test score in the experimental group was 46.000 and got improve in the post test score that was 79.230. The mean of pre-test score in control group was 45.179 and got improve too as well as in experimental group that was 68.461. However, the experimental group got more improves than control group. In the experimental group, the mean of pre-test score was higher than control group. Then, in the post test score, the experimental group got the higher mean than the control group.

D. Conclusions

Based on the result of documentation, the statistical analysis, and the result of data distribution, the writer concluded that:

1. The implementation of THIEVES strategy to the 10th grade students of MAN 1 Pangkalpinang was effective to improve students' reading comprehension in narrative text. After that, their ability to comprehend the text was improved too. The students who were taught by using THIEVES strategy got more focused in learning because they should follow seven steps in this strategy, like: Title,

Headings, Introduction, Every First Sentence in Paragraph, Visuals, End-of-chapter Materials, and Summary. By these steps, the students got more excited to think and comprehend the text. Furthermore, they were more active in the class because this strategy required them to become active with pair or group work, interact, and communicate each other.

2. In statistical analysis there was a significant difference of reading comprehension between the students who were taught by using THIEVES and the students who were taught by using non-THIEVES strategy. Of course, the researcher hypothesis is accepted and the null hypothesis is rejected. It could be seen that the mean of post test in experimental group was higher than the mean of post test in control group. And based on the independent t-test, it showed that the *t obtained* and t table or $5.872 > 1.684$ and Sig. (2 tailed) value was $0.000 < 0.05$, it means that there was significant difference between the post-test of experimental and control group.

In conclusion, the students who were taught by using THIEVES strategy were much better in the results of the text and it could improve their ability in reading comprehension especially in narrative text.

Based on the research result above, researcher hopes that teaching and learning process of English to be more effective for teacher, students, and other researcher as follows:

1. For the teacher, in learning process the teacher should be prepared the material as well as they can. Besides, it also should be an appropriate technique or strategy so the students can enjoy the learning process. With this strategy, researcher believe that the teacher could make an enjoy learning, and also it could motivate students to be a curious again with everything of the text.
2. For the students, always became active students not passive in following teaching and learning process of English because it was really important for your future.
3. For the other researcher, THIEVES strategy can add the researcher's knowledge about strategy in teaching reading comprehension.

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