

Improving Tenth Grade Students' Reading Comprehension of Narrative Text By Using THIEVES Strategy at SMAN 1 Kunir

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Abstract

The purposed of this research is to know whether THIEVES strategy can improve tenth grade students' reading comprehension of narrative text at SMAN 1 Kunir in 2017/2018 academic year or not. This type of this research is Classroom Action Research (CAR). This research is done in two cycles that consist of planning, acting, observing and reflecting. The research subject was 10 MIPA 2 of SMAN 1 Kunir. The research instruments, reading test and observation checklist. In the first cycle, the criterion of success of this research was not achieved, reading test (57%). But in the second cycle, it was achieved. There were 23 or 80% of students get ≥ 75 and 80% of active students. The implementation of THIEVES strategy improved students' reading comprehension of narrative text from the students' average score. Based on the result of students' reading comprehension score and the observation it could be concluded that THIEVES strategy can improve students' reading comprehension of narrative text and students' active participation.

Key Words: Reading Comprehension, THIEVES Strategy

Introduction

Reading has become an important part of language teaching. It is not a favorite activity for most of students. According to Nunan (2003: 69), reading is an essential skill for learners of English as a second language. It is the act of understanding a text.

According to the Standard of Competence and Basic Competence in the current curriculum 2006, some of those texts are procedure, descriptive,

argumentative and narrative text. Among the texts which are mentioned above, narrative text is considered as the most interesting text. A narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener (Anderson: 2003). The text consists of orientation, complication, or problems and resolution. The students are expected to understand the text. But sometimes they

cannot reach that goal and cannot find the main ideas of the text.

Nowadays, teaching reading comprehension through narrative text is not easy. Because at school, while a teacher teaches the students they cannot catch what the text tells about. They need more time to read the whole text, and they still need a long time to understand what the text tells about. It seems like we are working two times for a same thing. Sometimes, they can read the text, but do not understand at all about it.

The researcher would like to propose one teaching technique which has been shown to be a beneficial teaching technique in improving students' understanding of narrative text, that is by using THIEVES strategy (Title, Headings, Introduction, Every topic sentence, Visual, End of the text, and Summary). According to Manz THIEVES is a pre-reading strategy that sets the purpose for reading using easily remembered acronym. Students learn how to "steal" information from the title, headings, introduction, every topic sentence, visual/vocabulary, ending and summary. This strategy will help the 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 chapters.

The objective of this research are to improve students' reading comprehension of narrative text and to improve students' active participation in the class using THIEVES strategy at SMAN 1 Kunir in 2017/2018 academic year.

Research Method

Kind of research uses a Classroom Action Research. Action research has a purpose of developing new skill or new approach to solve a problem in the field or the actual problem by using THIEVES strategy. Dealing with the action research, Kemmis and Mc taggart (1992: 10) in Cohen and Mansion (2007: 297) argues that "to do action research is to plan, act, observe and reflect more carefully, more systematically, and more rigorously than one usually does in everyday life". While Ary (2010: 514) states action research is process to improve education by incorporating change and involves educators working together to improve their own practice. He also mentioned the purpose of Classroom Action Research is to help us to find solution to the problems we are having in the class and it is hoped can improve students' reading comprehension.

According to Lewin in Arikunto (2010: 131), Classroom Action Research (CAR) consists of four stages in each cycle. Those are planning, implementing,

observing and reflecting. Planning stage is where the researcher prepares the lesson plan and instructional material. The second stage is implementing of the action. The researcher implements or conducts the plan in teaching learning process. Next stage is observation. The researcher analyzes the key issues related to te

problem identified in observing stage. So, reflecting is the last activity to identify the data based the problem. The cycle was stop in cycle 1 if it is considered to be successful. But if it is failed, it will be continued to cycle 2.

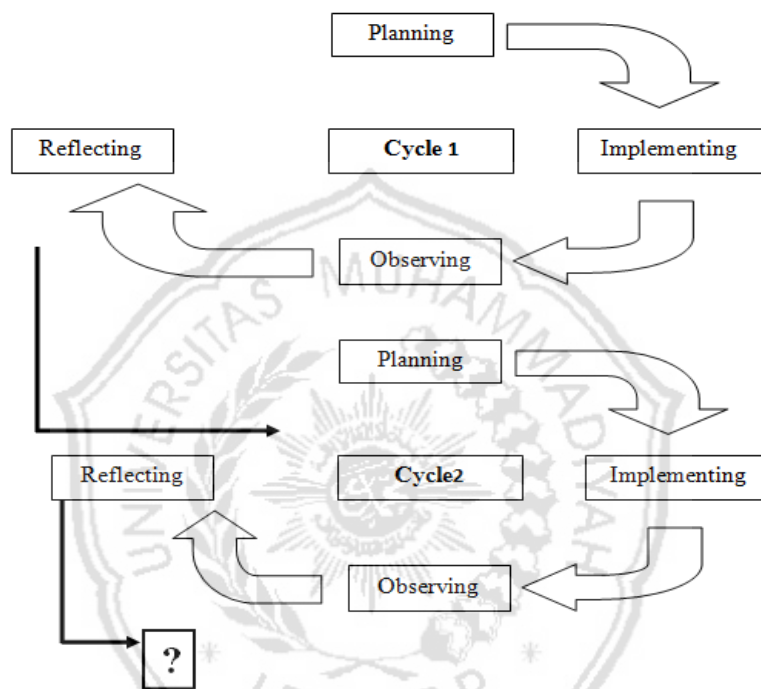


Figure 3.1 Design of the Research

(Kemmis and Taggart in Arikunto, 2013:137)

The criterion of success is used to know whether the implementation of the action achieve or not. The criteria of success in this research considered successful if 75% of the students get ≥ 75 . And the students as active participation if they fulfill at least three indicators. The research instruments that used in this research are reading test and observation checklist. The researcher used test to get

the data result about process of learning reading skill. Arikunto (2006: 150) states that test is a set of questions or other instruments used to measure skill, knowledge, intelligence owned by the individuals or groups. Reading test is conducted in this research and it is expected to measure the tenth grade students' reading comprehension. The test is in the form of multiple choices. The test

consist of 50 items. Besides, the researcher used observation checklist to know the activities of the students while teaching and learning process. Arikunto (2010: 272) states that the most effective way in observation is by using a blank or checklist as the instrument. Checklist is used to note the students' activities in teaching learning process. The students are categorized as active students if they fulfil at least three indicators. Meanwhile, the students are categorized as passive students if they fulfill less than three indicators.

Discussion

a. Improving Students' Reading Comprehension

The research was conducted to the tenth grade students especially X Science 2 of SMAN 1 Kunir in 2017/2018 academic year. The actions of this research were considered successful if 75% of students got ≥ 75 . The result of reading comprehension test in the first cycle showed that the average of the result was bellow expectation. There were 17 students got ≥ 75 , 18 students get bellow 75, the average of students was 67.5 and there were only 15 students actively participated. The reading test asked the students to answer multiple choices of narrative text, 20 items. Some of students who were sitting in

the back talked by themselves, it made the class not conducive. It means that the students' score should revise and it can be said that the strategy was not success. In the first cycle, the students still confused to fill the THIEVES worksheet. And also students did not understand how to implement THIEVES strategy in comprehending narrative text correctly. It can be seen by the students' worksheet. Most of them did not do the exercise. And the topic was chosen is unfamiliar.

Having taken the problems in cycle 1 into consideration, the researcher did some modification. The researcher looked for different topic which more attractive and familiar for the students. The researcher explained more about narrative text, what THIEVES strategy is, how to implement the strategy. In the first meeting of cycle 2, the students worked in group but in the second meeting while they did their exercise, the worked individually. It can helped students to understand more. After the actions of cycle 2, the result of reading comprehension test showed an improvement. From the result of reading test, it showed that 23 or 80% of students get ≥ 75 , they had achieved the standard score of requirement that is 75 with the

average of total of students score was 78.33.

b. Improving Students' Active Participation

The students' active participation has improved from the first cycle and the second cycle when the students were taught by THIEVES strategy. It is showed a comparison between first cycle and second cycle. The students became more active while teaching and learning process in the class.

Based on the result of observation checklist, in the first cycle were 55% of active students and 45% of passive students in teaching learning process. The observing in cycle 1 could be said that it was fail. Because less than 70% the students who were active in teaching learning process. In the second cycle, there were 80% of active students and 20% of passive students in teaching learning process. The active students were increase, and the passive students were decrease. So, observing in cycle 2 could be said that it was success. Because 80% of students were active while teaching learning process.

According to Manz in Ibrahim (2013: 42) stated THIEVES strategy 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 topic sentence, visual/vocabulary, ending and summary. So this strategy can help the student to comprehend the text by THIEVES acronym Title (students sometimes skip the title, but it provides valuable information by establishing the topic and the context of the chapter), Headings (indicate the important of the chapter), Introduction (provides an overview of the chapter), Every first sentence in a paragraph (First sentence are often the topic sentences of the paragraph), Visual and Vocabulary (students should look at all pictures, charts, tables maps, and graphs contained in the chapter) and Summary (It helps students to know the main point or the summary of the story itself and it will guide to the whole story) without read the whole of the story. Margot (2007) defined that THIEVES strategy make the reading that much easier. They will be easy to find the most important information that they need about text, because they know how to be a thieves.

By considering the result above, it could be said that teaching reading comprehension by using THIEVES strategy could improve students reading comprehension of

narrative text and the students' active participation while teaching and learning process in the class. The result of this action research in two cycles had also verified the action hypothesis that THIEVES strategy can improve the tenth grade students' reading comprehension and students' active participation at SMAN 1 Kunir in academic year 2017/2018.

Conclusion

THIEVES Strategy can improve tenth grade students' reading comprehension of narrative text and students' active participation at SMAN 1 Kunir in 2017/2018 academic year by stealing some information with THIEVES acronym without reading a whole of a story and writing down in the form of THIEVES worksheet, they can comprehend a narrative text easier, so the students do not spend much time to understand a text and answer all questions that related with the text.

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