

## The Effectiveness Of Thieves Strategy Towards Students' Motivation In Reading Comprehension

**Muhammad Sarifuddin, Mita Nunggrasari**

Faculty of Language and Art Education English department (FPBS), IKIP MATARAM  
[dgreat\\_ngloriousone@yahoo.com](mailto:dgreat_ngloriousone@yahoo.com) ; [MitaNunggrasari1997@gmail.com](mailto:MitaNunggrasari1997@gmail.com)

**Abstract;** This research aimed at finding out the effectiveness of using Thieves strategy toward students' motivation in reading. The kind of this research was experimental reserach. The population of this reasearch was the first grade students' of SMK Darul Quran in academic year 2018/2019. This research took one class as the sample, which consisted of 18 students'. The data of this were primarily gathered from the result computation of pre-test and post-test which given to the object of the research. In this research the researcher computed the data by using t-test formula. Based on the data analysis, he reearcher found t-test score 4.048 and t-table 1.740 with significant level 0,05%. It means that t-test was higher than t-table. Therefore, the conclusion that there was any significant effectiveness of using Thieves strategy toward students' motivation in reading comprehension.

**Key word:** *Thieves Strategy, Motivation and Reading Comprehension.*

**Abstrak;** Penelitian ini bertujuan untuk mengetahui efektivitas Strategi Thieves terhadap motivasi belajar membaca siswa. Jenis penelitian ini adalah penelitian eksperimental (pendekatan kuantitatif). Populasi penelitian ini adalah siswa kelas x Smk Darul Quran tahun akademik 2018/2019 . Penliti mengambil satu kelas sebagai sample yaitu x TKJ II yang terdiri 18 orang. Data dalam penelitian ini dikumpulkan dari pre-questionning dan post-questionning yang diberikan kepada group experimental. Kemudian teknik yang digunakan untuk menganalisis data adalah rumus uji-t. Dari data penelitian ditemukan bahwa skor t-test 4.048 dan t-table 1.740 dengan tingkat signifikan 0,05% .Itu artinya bahwa t-test lebih tinggi dai pada t-table. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa Strategi Thives efektif untuk motivasi siswa dalam membaca.

**Key word:** *Thieves Strategy, Motivation and Reading Comprehension.*

### INTRODUCTION.

Motivation is a push from within to do something whether positive or negative. In this study the researcher focused on learning sytem students' individual work. Motivation from inside or outside students' can make more spirit and can improve students' learning and in this case the particular can enhance students' ability in understand the teaching reading. Acording to Nancy, (2013:23) motivation is the act or process of providing a motive that can causes a person to take some action. Based on the theory, it means that motivation has a big role to doing and reaching something. Brown, (2004:8) states that motivation is the key to successful in learning. Motivation is some activity

encourages a person on you to take desire action.

When the researcher did observation at the first grade students' of SMK Darul Quran Bengkel when the teaching learning process, the resercher found that there are some students' have low motivation. The students' less attention to find out the topic, main idea in learned process because most of them have low motivation in learned espically in reading subject. The students' also less confidence to answer the question that related with the text. Those are cause when the teaching learning process the teacher just conveyed the reading material and the end of the lesson the teacher given the assignment to the students'. It making students' to be passive, bored and not enjoyed

the lesson moreover to interested and motivated them in learning English. The teacher still do not realize that used methods and strategy in teaching English is very important thing to be paid attention.

After having observation, it seen the problems above can be caused by some factors, the limited time to explain the material, unsupported situation in the class. In teaching and learning process in the class, strategy the teacher usually just ask the students to read the full text and answer the question based on the text. When the students finish reading the text, they asked to do exercise directly without guide them to comprehend what the text tells about. From that case, the writer assumes that the strategy may be could not motivated the students to learn the text. Consequently, the students' interest is low and they get some difficulties motivation in reading comprehension.

Based on the explanation above, the writer would like to conducted a research on reading with the title "The Effectiveness of Thieves (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of the text, and Summary) Strategy Toward Students' Motivation in Reading Comprehension"

#### **RESEARCH METHOD.**

The design of this research was experimental research design. According to Creswell, (2012:295) experimental is test an idea (practice or procedure) to determine whether it influences an outcome or dependent variable. The kind of experimental was Pre-experimental with one group pretest-posttest design. According to Sugiyono, (2010) pre-experimental design this design is said to be pre-experimental design because there are still external variables that influences the formation of the dependent variable. This design is useful for getting initial information about the questions in the study. In this research, researcher did the treatment for experimental group by using Thieves strategy. The researcher gave pre-questioning to the students' by used Thieves strategy for period of time. At the end of period of time, the researcher gave post-questioning.

##### 1. Population and sample research

According to Sugiyono (2011:80) population is generalization area that consist of subject/object that has certain quality and characteristic who decided by researcher to learn and then make a conclusion from that. The total of population in this research was the first grade students of the SMK Darul Quran Bengkel in academic year 2018/2019. Which consist of 3 classes of X TKJ I, with total number of them were 18 students', X TKJ II with total number of them were 18 students', and one of class of X TSM with total number of them were 21 students'.

According to Sugiyono (2013:62) stated the simple is part of number and characteristic of the population. The sampling technique that used in this research was cluster random sampling by lottery. Cluster random sampling involves grouping the population and then selecting the groups or the clusters rather than individual elements for inclusion in the sample (Kothari, 2004:16).

Based on the design of the research, the researcher took one class as the sample of this research. Here the researcher took class X TKJ II as a sample. It was consists of 18 students'.

##### Questionnaire

The items for this measure were developed from an engagement perspective to reflect the motivational constructs represented in an established measure of students motivation for reading. Tests of internal consistency revealed that the teachers' beliefs about motivating students to read can be reliably measured (Matthew Quirk & Norman Unrau, 2010)

The instrument for motivation was questionnaire. Questionnaire is important to know students' motivation in teaching reading. Questionnaire test was used to measure the students' motivation. The questionnaire consist of 20 statements, there were five alternative of answer: (a) strongly agrees, (b) agrees, (c) undecided, (d) disagrees, (e) strongly disagrees.

##### **Techniques of Data Collection**

Pre-questioning is the first step in collecting the data. The writer came the class by giving the students a set of test for the experimental group with the same test to test the level students knowledge of the material to be

delivered, pre-questioning activities conducted before teaching activities were given.

The post-questioning was the last step of collecting data. This step able to conducted after giving the treatment to the b groups with the same test. The result of this post questioning that compared with the result of pre-questioning that has been done so that known how far the effect influence of teaching motivation in reading that have been done.

### Techniques of Data Analysis

Mean is the technical term for what is usually called the average or mean is defined as the sum of all the scores divided by the number of scores.

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

Where

$\bar{X}$  : The symbol of mean

$\sum$  : The symbol for summation

$xi$  : For any score in the set

$N$  : The number of sample

(Sugiyono, 2017: 49)

Mode is defined as the most frequently occurring value in a set of scores based on the value of the currently popular (which is become mode) or the values that often appear.

$$M_o = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

Where:

$M_o$ : Mode score

$b$ : The lower limit of the interval within which the mode lies

$p$ : Interval (class width)

$b_1$ : The frequency of interval containing mode reduced by that of previous interval

$b_2$ : The frequency of interval containing mode reduced by that of previous interval

(Sugiyono, 2017: 52)

Median is an alternative measure of the central value of a set of scores that has been sorted from the smallest until the largest or otherwise from the smallest to the largest.

$$M_d = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$M_d$ : Median score

$B$ : The lower limit of the interval within which the median lies

$p$ : Interval class

$n$ : Number of the students

$F$ : The cumulative frequency in all intervals the interval containing the median

$f$ : The frequency of cases within the interval containing the median

(Sugiyono, 2017: 53)

Standard deviation is most widely used measure of dispersion of a series and is commonly denoted by the symbol 's' (pronounced as sigma).

$$S = \sqrt{\frac{\sum (xi - \bar{X})^2}{(n-1)}}$$

$S$  : Standard deviation

$\sum$  : The sum of

$fi$  : Frequency

$Xi$  : Each score

$n$  : The number of sample

(Sugiyono, 2017: 58)

Inferential analysis as the next step analyzes other data. Inferential statistics is the one used to analyze the data with the purpose of conclusion or generalization the result of analysis for the population.

$$t = \frac{md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

Where:

$Md$  : mean score of deviation of pre-post test

$\sum x^2 d$  : sum of deviation quadrate

$N$  : the unit sample

$Df$  : n-1

The researcher was compare the result of t-test to t-table. If the result of t-test > t-table, the alternative hypothesis is accepted but if the result of t-test < t-table then the null hypothesis is rejected.

(Arikunto, 2006: 30)

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the result of the study. This research was conducted on 15<sup>th</sup> Maret-09<sup>th</sup> April 2019 at SMK Darul Quran Bengkel the design was selected one classes as experimental group. The total population were 57 students and consist of three classes that were X.TKJ 1, X TKJ II and TSM

The first steps, the researcher gave pre-questioning of group to know the basic knowledge of motivation in reading. Second, the researcher gave the treatment of groups, for experimental group were treated by Stop Thieves Strategy. Finally of group were given the post-questioning to know the result of research.

1. Data of Experiment Group

Table Of Students' Individual's Score Obtained From Pre-Questioning And Post Questioning Experimental Group (X)

No	Name	Pre-question	Post-question
1	AT	60	80
2	AW	65	80
3	AP	70	90
4	EJ	60	80
5	CK	60	80
6	DS	65	85
7	DA	70	95
8	GAA	55	70
9	IR	65	75
10	JP	65	80
11	M	60	80
12	MR	60	85
13	MRP	50	70
14	PAW	55	75
15	R	70	90
16	S	60	85
17	SS	50	75
18	SY	60	85
Jmlah		1100	1460

The lowest score of post-questioning was 70 from the total number correct answers were 16, the highest score of was 95 from the total number of correct answer were 19 and the lowest score of pre-questioning was 50 from the total number of score answer were 10, the highest score of post-questioning was 70 from the total number of correct answer were 16 for the experiment group.

a. Pre questionning

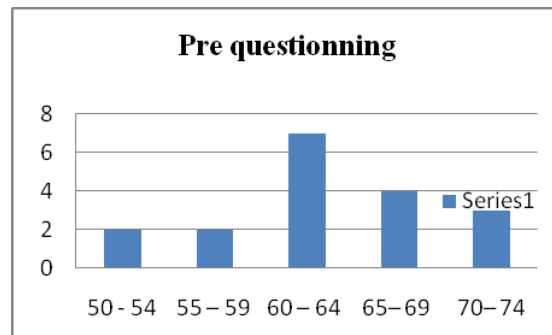
50	50	55	55	60	60	60
60	60	60	60	65	65	65
65	70	70	70			

High score is 70

Lowest score is 50

Range (r) is 70-50=20

The number of class was  $1 + (3,3) \log 18 = 1 + (3,3) (1,255) = 1 + 4,1415 = 5,1415, 5$  is used.



This graphic above used for convened the data from pre-questionning of experimental group students motivation in reading comprehension. It also used for the viewed in graphic from or to describe the data set. Is is easier for most people to comprehension the meaning of the data presented as the picture then the data presented as a table, this is especially true if the viewed havelittle or no statistical knowledge.

b. Post Questionning

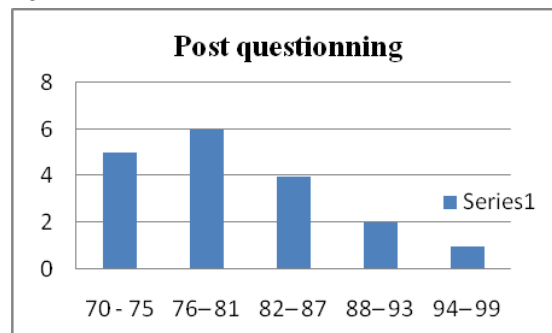
70	70	75	75	75	80	80
80	80	80	80	85	85	85
85	90	90	95			

High score is 95

Lowest score is 70

Range (r) is 95-70=25

The number of class was  $1 + (3,3) \log 18 = 1 + (3,3) (1,255) = 1 + 4,1415 = 5,1415, 5$  is used.



This graphic above used for illustration the data from pre-questionning of experimental group students motivation in reading comprehension. It also used for the viewed in graphic from or to describe the data set. Is is easier for most people to comprehension the meaning of the data presented as the picture then the data presented

as a table, this is especially true if the viewed havelittle or no statistical knowledge.

Based on both of tests that show the total pre-questionning of experimental group is 1100 and the mean score is 61.11 while the total post-questionning of experimental group is 1460 and the mean score is 81.11. In pre questionning of experimental group the highest score is 70, and the lowest score is 50. Meanwhile in post questionning group the highest score is 95 and the lowest score is 70. The mode score in pre questionning is 61.98 and post questionning is 77.15. The median score pre questionning and post questionning are 62.34 and 79. Therefore the standard deviation pre questionning and post questionning is 5.932 and 7.156.

### Discussion.

In previous chapter, it was analyzed that, the value of pre-test and post-test of students' reading by used descriptive analysis and inferential analysis. It were found that, the value of mean score of pre-test was 61.11, mode score was 61,98, median score was 62,34. Then the value of post-test were; the mean score was 81.11, mode score was 77,15, median score was 79 and the score of standard deviation both test was 7,156.

From the explanation above, it can be seen that, there was significant different between the result of pre-test and post-test. To make a conclusion or to draw a conclusion about the population, this research used inferential analysis by using t-test formula. It was found that the value of  $t\text{-test} = 4,048 > t\text{-table} = 1.740$  (0.05/95%). From the result of comparison between the result of t-test with the value of t-table above, it can be seen the result of t-test was higher than t-table.

The Thieves strategy was treated in the process of teaching reading especially in recount text. This strategy made students to be more active in the classroom when learning process, because this strategy gave chance to the students to solving a problem and try to make a conclusion together. According to (Manz 2002) thieves is a pre-reading strategy that set the purpose for reading using easily remembered acronym. Students' learn how steal information from the title, headings, introduction, every first

sentence, visual vocabulary, ending and summary. The approach derives from the theory that reading for meaning and retention what is as referred to as study reading requires effort, a full repertoire of comprehension strategies and the flexibility to use these strategies as the situations requires. In the implementation of thieves strategy, the students tried to make a conclusion from a reading test by the title, headings, introduction, every first sentence, visual vocabulary, ending, and summary, this process could make the students more motivated in reading comprehension.

Based on the data of questionnaire show that the thieves strategy has positive effectiveness to the students' motivation in reading. It has proven by the students' mean score of questionnaire, it was 83,5 score for experimental. It means that score of experimental group very motivating. Moreover thieves strategy also good and had positive effectiveness on students' reading. It was caused by thieves strategy made students' did focus on material. In other side not all students' could argue passive in group. Beside that thieves strategy not took a long time during the process.

Based on the discussion above, the researcher concluded that thieves strategy effectiveness towards students' motivation in reading comprehension at first grade students' of SMK Darul Quran in academic year 2018/2019 because the strategy that used by researcher is suitable for teaching reading. Moreover thieves strategy also good and had positive effective on students' reading. It was caused by thieves made students' focus and enjoy in the material.

### CONCLUSION

Based on the result and discussions in previous chapter, it can be concluded that thieves strategy was effective in teaching motivation in reading at the first grade students' of SMK Darul Quran in academic year 2018/2019. This was taken based on the result of the t-test, it was found that  $t\text{-test} = 4,048 > t\text{-table} = 1.740$  at significance level of 0.05 (95%). Thus, t-test was higher than t-table. So, it indicated that "Thieves" as strategy can be used in teaching motivation in reading comprehension. Meanwhile, based on the data

of questionnaire show that the thieves strategy has positive effectiveness to the students' motivation in reading. It has proven by the students' mean score of questionnaire, it was 83,5 score for experimental. It means that score of experimental group very motivated. It showed that Alternative Hypothesis ( $H_a$ ) was accepted and Null ( $H_0$ ) Hypothesis was rejected.

#### SUGGESTION

Based on the conclusion above the researcher would like to offer some suggestions to be considered by English teacher, students and for the next researcher.

1. For English teacher
  - a. The teacher can create a fun situation in the class by using an appropriate teaching strategy that is thieves strategy.
  - b. English teacher should apply thieves strategy in order to increase students' reading comprehension, because this strategy is able to create a good situation where students' have to memorize words a lot
- 2 For the students'
  - a. students' must increase their reading erally the students' must improve their ability in English. The good ways to help them to comprehend it is by using thieves strategy.
  - b. The researcher hopes that the students' participation is more active in teaching learning process using thieves strategy in the classroom and every student should increase their reading.
- 3.For next researcher
  - a. This research can be used for future researchers who will examine the same problem from different point of view.
  - b. The researcher hopes that the result of this study is useful as reference for those who want to conduct further research on thieves in learning reading.

#### REFERENCES

- Brown, H.D. (2004). *Language Assesment Principle An Class Room Practic*. London: Addison Wesley Logman, Inc.
- Creswell. J.W. (2012). *Ductional Research*. University of Nebraska-Licoln
- Caroline, T.L. (2005). *Pratical Egnlish Language Taching Young Learnersl*. New York:McGraw-Hill Companies,Inc.

- Harmer,Jeremy. (2001). *The Practice of English Language Teching*.(4 Edition).
- Johnson, A.P. (2008). *Teaching Reading and Writing*. United states of America.
- Johnson, Richard. (2007). *Applied Multivarieti Staisical Analysis. Sixth Edition*. Pearson Education Inc.
- Khotari, C.R. (2004). *Research Methodology and Technique*. New Delhi, Internation Publisher
- Maulinda A. (2018). *The Effect of Jumbled Text Towards Students' Motivation and Reading Comprehension.(Proposal)*. Mataram (ID): IKIP Mataram
- Manz, Suzanne Liff, *A Strategy for Previewing Textbooks: Teaching Readers to Become THIEVES*, New York : Jurnal reading teacher vol 55 no 5 febuari, 2002 , [www.akademia.com](http://www.akademia.com) , download on August 12th 2015.
- Miller, Steve. (2005). *Experimental Design and Statistics*. International Thomsom Publishing company. New York
- (1984). *Experimental Design and Statistics Second Edition*.New York:Routledge
- Sugiyono.(2016). *Statistika Untuk Penelitian*. Bandung: Alfa beta
- (2017). *Metode Penelitian Pendidikan Pendekatan Kuantitatif,Kualitatif, dan R&D*. Bandung. Alfa beta
- (2013). *Metode Penelitian Pendidikan Kuantitatif Kualitatif dan R&D*. Bandung: Alfa beta.
- Suharsimi, Arikunto (2004). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta