

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

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ABSTRAK

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.

Kata kunci: THIEVES Strategy, Reading Comprehension, Reading at Junior High School

A. Introduction

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

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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 thanks, love, like and dislike, sympathy, permission, suggestion, advice, receive 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.

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 pre-reading 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.

Reading comprehension is very important that should be processed by students in order to understand the text. It can be gotten from many experts that share their ideas in the books or the articles. According to Chatrine E (2002:10), reading comprehension is usually a primary focus of instruction in the post-primary grades, after readers have largely mastered word recognition skills, although comprehension of the text should be an integral part of reading instruction with beginning readers as well. It means, the reading comprehension can make the material is neither easy to understand nor intrinsically interesting and it can help teacher guide students toward becoming better readers.

Based on *Peraturan Mendiknas no. 22 th 2006* about standard of content, the standard competencies in teaching reading at junior high school is to understanding meaning in functional written text as well as simple and short essay in the form of genre (descriptive, recount, narrative, procedure and report) to be able to interact in daily contexts. And the basic competencies in teaching reading at Junior High School is to respond meaning and rhetorical steps in simple short essay accurately, and acceptably to be able to interact in daily context in the form of genres.

Teaching reading is a teacher's way to help students in comprehending the text easily. The purpose of teaching reading is to increase student's abilities, attitude and skill by getting information from written materials. Moreover, the teacher should have ability and knowledge to give the material because it can help the teacher in teaching reading. According to Day and Bamford (1998:4), teaching reading can avoid being merely an empty ritual come to class, read the texts, do the exercises, leave class, return to real life by addressing the two aims' of students reading a great deal and enjoying reading. It means, in teaching reading, the teacher have to develop a reading habit in order to success in the classroom.

Diaz-Rico (2004:151) states that reading comprehension is the key to meaning. It can be said that from reading comprehension can be easy to students get meaning from the text and they can create new information from a text that developed by reading a text and own background knowledge to make good comprehension in reading.

Strategy is one of the important elements for the teacher in order to success in learning process. There is a strategy that can be used by the teacher in teaching reading such as THIEVES. This strategy will give contribution for students in learning process. According to Manz (2002:3) 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 first sentence, visual/ vocabulary, endings and summary. And also this strategy can be use in nonfiction text such as; letters, diaries, advertising and propaganda, descriptions, explanation, instructions, tables, forms, arguments, reports, notice and signs, catalogs and directories.

According to Zwiars (2010:87), there are three procedures of THIEVES in learning process , (1) tell the students something such as "we now get to become information "THIEVES" let' see how much information we can "steal" from the text before we actually read it". (2) Model how to go through each of the items in acronym THIEVES. Use in overhead to write down the information. Students can use the reproducible THIEVES practice with boxes for each letter and can give students a THIEVES

B. Discussion

Preparation

Before the teacher starts to teach in the classroom, the teacher should prepare the materials at home. The preparation can help the teacher in teaching and learning process. The teacher should consider several factors such as:

1. The teacher selects teaching materials

The teacher should select the interesting material that suitable with topic and level of the students. the topic is descriptive text to eighth class in junior high school

2. The teacher should prepare a lesson plan

The teacher should prepare a lesson plan in order to consider about the time allocation of the material. Besides that the teacher also must choose the appropriate words to give for the learners. The teacher should arrange the time, how long the teacher needs the time to teach. Therefore, preparation is very important because if the teacher has a good preparation, so, the teacher will be easy to deliver the material.

3. The teacher should prepare media for teaching

It is also possible for the teacher to prepare the media need in teaching learning process. Because the teacher will teach about THIEVES, so, the teacher prepares a picture related to the topic.

Procedure

In this procedure there are teaching method that will using in teaching reading descriptive text by using THIEVES strategy. They are: Pre-teaching activity, whilst-teaching activity, and post-teaching activity

1. Pre-Teaching Activity

- a. Greeting
- b. Taking attendance list
- c. Brainstorming

2. Whilst-Teaching Activity

- a. Teacher gives the students a story about the picture before the students read the story, the teacher asks the students
- b. The teacher asks the students to pay attention the text
- c. The teacher explain about THIEVES before students read the text
- d. The teacher and students discuss the answer questions based on the THIEVES strategy. Before the students read the text.
- e. The teacher reads the text
- f. The teacher asks students to read the text
- g. The teacher asks the students to answer the question that related with the material
- h. The teacher explains the text
- i. The teacher asks to the students about the text
- j. The teacher gives some questions about the text
- k. The teacher and students discuss the answer
- l. The teacher together with students tries to find the generic structure of the text

3. Post-Teaching Activity

In the post activity, the can do some activities as follow:

- a. The teacher checking the students understanding about the lessons
- b. The teacher makes conclusion about the materials
- c. The teacher gives homework and gives students instruction before they do their homework

- d. The teacher closes the meeting

C. Conclusion and Suggestion

This strategy helps the students get information of the text. Based on the explanation in the previous chapter, the writer concludes that, in teaching descriptive text, the teacher can use THIEVES strategy in reading lesson as a new strategy to encourage the students to read fluently. There are some advantages in this strategy; first, the students can be easy in learning process and to find information from the text. Second, it is a way to get students to build extensive knowledge of the text even before they read of the text. Then, it can help the students make connections and predictions based on prior knowledge and clues found within the text. And the last, this strategy is very effective in improving student's comprehension of what their read because the students know main idea and information of the text before they read and can give contribution for students in learning process.

The teacher should give the correct explanation about the strategy before going to the point of the activities and the teacher should help the students about what they should do. At the end of activities, the teacher may discuss and evaluate what the students have done in order to the students responsible to the activities of THIEVES strategy. The writer hopes the English teacher can use this strategy in reading process in order to be successful in teaching reading THIEVES and how to use it. Second, the teacher should give more motivation about the strategy as guidance for the students. Next, the teacher should have been studied about how to read effectively and efficiently. And the last, the teacher should explain about the procedures or rules in the THIEVES strategy.

Note: This article is written based on the writer's paper with a guidance from Yuli Tiarina M.Pd

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