

**THE EFFECT OF THIEVES READING STRATEGY  
ON EIGHT GRADERS' READING ACHIEVEMENT**

**A THESIS**



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FACULTY OF TEACHER TRAINING AND EDUCATION  
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA**

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ON EIGHT GRADERS' READING ACHIEVEMENT**

**A THESIS**

**In Partial Fulfillment of the Requirements for**

*Sarjana Pendidikan Degree*

**in English Language Teaching**



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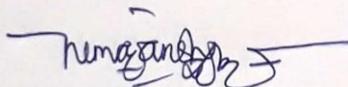
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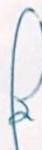
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## ABSTRACT

Prayogo, Jeremy Budi. 2019 **The Effect of THIEVES Reading Strategy on Eight Grader's Reading Achievement**. English Department of Faculty of Teacher Training and Education, Widya Mandala Catholic University.

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Keywords : Reading, THIEVES

The main reason that motivates the writer to conduct this study is that teaching reading at school is often boring for the students thus not effective and students tend to read the whole text but don't get the idea of the text. What is worse is that the students cannot differentiate the parts of the text.

Because of these reasons, the writer wants to use a reading strategy called THIEVES to make students understand the part of the text and also 'steal' the information from the text. The writer intends to examine the use of THIEVES in teaching reading. Its aim is to examine whether the use of THIEVES will have effect on students' reading achievement not.

The research was conducted at SMP Santa Maria Surabaya during the academic year of 2019/2020. This was a quantitative research, using two groups pretest posttest design. The study was conducted in two classes; the experimental group (VIIC) and control group (VIIA). The experimental group was taught by using THIEVES strategy, while control group was taught by the English Teacher of SMP Santa Maria, Pak Bernard R. Noweng S.Pd using the teacher's technique.

After collecting the data, it was found that the pre-test average score for experimental group was 77 and control group was 73,75. While the average score of post-test for experimental group was 84,7 and control group was 79. The t-observation for experimental group was 1,690 and t-table was -5,067. Since 1,690 was greater than -5,067 so  $H_0$ (Null Hypothesis) was rejected and  $H_a$ (Alternative Hypothesis) was accepted.

Here the writer concluded that there is a significant improvement on eight graders' reading achievement after they were taught using THIEVES.