

---

---

**THE EFFECT OF USING THIEVES AND CSR STRATEGIES TO  
IMPROVE READING COMPREHENSION SKILL AT EIGHTH GRADE  
SMP KINGSTON SCHOOL, DELI SERDANG**

**Jenny Jingga<sup>1)</sup>, Erika Sinambela<sup>2)</sup>, SahlanTampubolon<sup>3)</sup>**

<sup>1)</sup> SMP Kingston School, Deli Serdang

<sup>2),3)</sup> Pascasarjana Universitas HKBP Nommensen Medan

**Email:**

Jennyjingga8888@gmail.com, erikasinambela@yahoo.com, sahan\_tpbolon@yahoo.com

**ABSTRACT**

*The purpose of this study is to determine the efficacy of applying THIEVES and CSR techniques to increase reading comprehension in Kingston School grade 8 students. The researcher devised a quasi-experimental study in order to fulfil the research's goal. The participants in this study were 108 eighth-grade Kingston School students, with 36 involved in the experimental group 1 who were taught reading comprehension using the THIEVES strategy, 36 involved in the experimental group 2 who were taught reading comprehension using the CSR strategy, and the remaining 36 involved in the control group who were taught reading comprehension using the conventional strategy. A pre-test and post-test with 40 multiple-choice items were included in the data collection instrument. The results were compared and examined to determine the efficacy of the two strategies. The experimental groups 1 and 2 scored higher than the control group, according to the results of a study. THIEVES and CSR techniques are both successful in boosting reading comprehension, according to the results. The statistics also indicate that the CSR method outperforms the THIEVES technique.*

**Keywords:** reading comprehension, THIEVES Strategy, CSR Strategy

**INTRODUCTION**

Language is a tool that allows people to communicate and stay in touch at all times. It's utilized to improve people's social lives. In some areas, English has developed into an international language that is widely used to communicate with people around the world for purposes such as business, social culture, science, and technology. As a result, English proficiency is critical for a person's career growth.

Nowadays, more and more people are dedicating their time to study English as their second language. English becomes popular and trendy to learn. Those who can speak English well bring prestigious to the person. English becomes the worldwide language. Many countries include English

**Universitas Sari Mutiara Indonesia**

subject into their curriculum so it is compulsory for students to learn as a part of their syllabus. Children are starting to learn English since they are very young. Learning English from a young age has an incredible effect on the cerebral development of a child. They will acquire a greater capacity for concentration and will be much more agile and effective at problem solving. Another very interesting advantage is that a child will be able to efficiently multitask. Therefore, Students acquire English to improve their confidence to face global competition.

Based on Kurikulum 2013 in Indonesia, English lesson become a compulsory subject. All students started to learn English since very young even from the

kindergarten. In lower level, students learn more about vocabularies which they have deeper materials when they go to higher level like junior high and senior high school. The students are not only study vocabularies but they also need to study the grammar, type of sentences, genre of text, how to speak in English properly with good intonation and good pronunciation, write paragraph and others.

Considering the importance of English, it is important to learn as early as possible. Paul ( 2003, p.1 ) describes that millions of children in Asia learn English as their second language and the first foreign language. Therefore, it is best to introduce the foreign language learning to children who are at the early stage of brain and mental development.

Many schools in Indonesia offer bilingual education. It is one of happening issues of education in Indonesia. Most of the young parents are using English to communicate with them in the house. This issue is being debated for some people and it is affecting in various opinion about it. Some of them agree but some of them disagree with this bilingual education programme especially to young learners because of their nationalism and preference of using Indonesian language to using English language. Despite of those two different opinions regarding bilingual education programme, introducing English to young learner is still a need. In short, we can introduce English as early as possible. English for young learners is considered good to prepare the students facing the globalization era.

Since the beginning of time, schools have attempted to provide students with skills. To meet these objectives, the government has made English one of the mandatory subjects in Indonesia's curriculum. Students must master the four language skills in order to learn English properly. Aside from the four language

abilities of hearing, speaking, reading, and writing, reading is one of the English language skills that should be learned. Those abilities are known to increase a school's value. The receptive skills are reading and listening. Writing and speaking are both useful abilities. The receptive and productive abilities are linked because in order to improve their writing skills, students must also improve their reading skills.

Reading, as a sub-skill in the teaching and learning of English, must be fully understood by students, as reading will be the primary skill used to assess learners' English aptitude. According to Nunan (2003), reading is an essential skill for learners of English as second language. Many tests utilizing text have shown this. Students must actively search for meaning, idea, or information in the passage in this test; they will read the paragraph and try to gain the information from written material in the test.

Furthermore, reading ability is indicated in the Junior High School Curriculum (Kurikulum 2013). The goal of English teaching and learning is to help students develop functional literacy, which is the capacity to communicate in simple oral and written English in everyday situations like reading and interpreting newspapers or manuals. In other words, students are required to be able to interpret English texts in order to absorb new information, ideas, and concepts from newspapers, books, and internet news, among other sources. Reading is an integral part of the English subject's teaching and learning process.

Reading is taught through genre according to the curriculum. There are three types of text: transactional, interpersonal, and monologue. Transactional and interpersonal texts are comparable to dialogs in that they provide students with information and knowledge on how to say thank you, love, like and dislike, sympathy,

permission, suggestion, counsel, receive and deny, and so on. Unlike monologue text, there are many different types of text, such as story, recount, procedure, report, and so on. Every type of writing has its own distinct characteristics. A recount text is one that junior high school students learn.

There are certain issues with teaching reading to junior high school kids; it was discovered that the children had poor reading comprehension skills. It was reflected in some circumstances, such as inability to comprehend textual information, locate the key idea, and understand the meanings of complex terms. When the teacher asked them questions about the text, they were unable to respond. This issue emerged because they lacked desire and enthusiasm in the teaching and learning process. Furthermore, another aspect that contributed to students' low motivation and interest in the teaching and learning process, in my opinion and that of the students, was the teacher's method. The teacher used a boring teaching technique, which made the students bored and hesitant to participate in the teaching and learning process. Students who were bored and paid less attention to the teaching and learning process were less likely to explore their thoughts in order to improve their reading comprehension. Some factors are originating with the students and the teacher contributed to the problems. To begin with, factors resulting from students' conduct, such as talking to friends, texting, and browsing the internet, had an impact on their learning process.

Use of reading strategies had a positive and strong correlation with reading comprehension achievement (Zare and Othman. 2013). Reading techniques can be used to improve their reading comprehension. Language instructors must consider their students' learning processes to consider these tactics and try to recognize and identify them in order to assist struggling students in achieving success and

mastering the target language. Observations, language diaries, questionnaires, interviews, and other methods can be used by teachers to identify these strategies. Teachers will be able to help language learners identify and appreciate the importance of language learning strategies in the process of learning a second or foreign language by doing so. Teachers can use ways to assist students maintain their motivation, autonomy, and confidence so that they can keep going and try to achieve their objective of learning the target language.

Based on the issues raised above, the strategy can assist students in gaining a thorough knowledge of the meaning of the text. As a result, teachers should be conversant with a variety of reading comprehension tactics. The instructor should also enlighten oneself by learning some tactics that have been verified by experts to be effective in enhancing pupils' reading comprehension skills. Since 1970, learning strategies have been a focus of certain professionals performing educational research. This has occurring because the numerous tactics acquired by the teachers would be significantly increasing students' performance in their learning.

THIEVES, which stands for Title, Heading, Introduction, Every First Sentence, Visual, End of The Text, and Summary, according to Manz (2002), can assist students go through all of the necessary pre-reading procedures before plunging into a text book chapter. It's a technique for getting students to gain a thorough understanding of the content even before they've read the entire chapter. Furthermore, according to Vaughn et al. (2002), CSR (Collaborative Strategic Reading), which is a collection of four strategic struggling readers can utilize to comprehend when they read content area of the text.

Based on the background above, THIEVES and CSR can be an excellent way for students to improve their reading

comprehension by including them more actively in the teaching and learning process. THIEVES will concentrate on individual student learning, whereas CSR will concentrate on collaborative or group learning. As a result, the focus of this study will be on the impact of THIEVES and CSR techniques to improve reading comprehension skill in eighth-grade students SMP Kingston School

Based on the above issues, the researcher will try to use the THIEVES and CSR techniques in teaching reading to see how effective they are in improving students' reading comprehension through teaching and learning activities. Due to pandemic situation, the students are doing e-learning so the research will be done online through the Zoom. This could be an excellent solution because both tactics encourage students to participate more actively in class.

The objectives of the study can be elaborated obviously to know the effect of using THIEVES Strategy and CSR Strategy for students' reading comprehension skill at SMP Kingston School, Deli Serdang, as described as follows:

1. To identify the effect of the THIEVES Strategy for students' reading comprehension skill.
2. To identify the effect of CSR Strategy for the students' reading comprehension skill.
3. To find out which method is more significant between THIEVES Strategy and CSR Strategy in teaching reading comprehension.

## **LITERATURE REVIEW**

### **Reading Comprehension**

Reading comprehension is critical in the reading process, which includes some definitions. In dictionary words, comprehension means the ability to understand something. In this case, comprehension refers to the reader's ability

to extract meaning from the material (Roit, 2015). It refers to a person's ability to comprehend information and a deep understanding of knowledge or a reasonable evaluation of knowledge or intelligent reactions. Reading comprehension is the ability to comprehend the meaning or purpose of a text through writing (Maita, 2013). This concept focuses on two key aspects of reading: the language itself and the graphic symbol of the writing that conveys information through reading. As a result, someone who engages in reading comprehension activities must be fluent in the language or writing used in the reading and capable of capturing information or the contents of the text.

Furthermore, according to McNamara (2007), a reading comprehension strategy is an action taken in a specific context with the purpose of increasing some aspect of understanding. Soleimani & Hajghani (2013) discovered that reading strategy training can lead to learners using a wider range of reading techniques. However, while students' awareness of strategies and their ability to employ them while reading might help them improve their reading comprehension, reading strategy teaching alone will not be able to significantly improve their reading performance if the students are unaware of it.

### **The Process of Reading**

According to Harris (2008: 2-3), there are three approaches to reading process: top-down processing, bottom-up processing, and interactive processing. Here are the explanation:

#### **The Top-Down Processing**

In Top-down processing, the text brings reader's background or prior knowledge and experience in reading then continue to read as long as the text confirms the text's expectations. The following is an explanation of the top-down process. The

reader sees the part or paragraph first. After reading the title, the top of the title, and the subtitles, he assesses or forecasts what the text is (based on their background and familiarity with the topic). The reader then goes on to read the text in order to corroborate the topic. To construct the meaning of texts, top-down processing necessitates the readers' prior knowledge. To make sense of the text, readers use their knowledge of syntax and semantics. In top-down processing, the background knowledge of the readers is critical to understanding the text. This process begins by connecting the entire text to the readers' prior knowledge. The readers then make some guesses about the challenging parts of the text, which they then double-check using general knowledge to deduce the meaning of the text.

### **The Bottom-Down Processing**

In this model, the reader reads word per word, sentences and looks at the organization of text (without relating it to previous experience or knowledge) in order to build meaning from written in the text. This bottom-up approach can be defined as follows: readers cite the proposition from the text as they read. As a result, the reader breaks down the sentence into its constituent parts and constructs bottom-up propositions; this knowledge is then based on the propositions that have been quoted, and this becomes the foundation of what the reader comprehends and remembers. Furthermore, bottom-up processing is a method of signal selection that influences how something is viewed. Readers should diagnose a variety of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical clues, and so on) and utilize their linguistic data-processing machinery to impose some type of order on these signals through bottom-up processing. It can be concluded that in order to understand the text, readers must first deal

with the relationships between words, phrases, and grammatical sentences.

### **THIEVES Strategy**

THIEVES is a pre-reading strategy that sets the purpose for reading using an easily remembered acronym. Students learn how to "steal" information from the Title, Headings, Introduction, Every first sentence, Visuals/Vocabulary, End-of chapter questions, and Summary before reading the entire text selection. Using THIEVES helps readers to identify important concepts, establish a context for reading, and predict what ideas might be contained in a text passage.

THIEVES, according to Manz (2002), is a pre-reading technique that has a clear objective for reading and uses an easy-to-remember acronym. Students will learn to "take" information from the title, introduction, every first line, visual / vocabulary, ending, and summary using this method. This method, which may be utilized by teachers in the classroom to teach reading, is not only straightforward in terms of procedures, but it can also help students activate their prior knowledge in different ways to better understand the reading texts they are reading. THIEVES is one of the ways for activating students' background knowledge.

### **THIEVES Strategy in Teaching Reading Comprehension**

This reading assignment, which employs the THIEVES approach, will aid comprehension by allowing students to preview the text's structure in an ordered manner before reading it. This pre-reading approach will attempt to "take" the book's primary idea before reading the entire text.

The following are the procedures for using the THIEVES strategy in the classroom to teach reading comprehension: students will read the text individually rather than in groups; the teacher will select the

type of text that is appropriate for the students; in this study, the reading text will be appropriate for eighth grade based on the curriculum. Then, the teacher writes component of THIEVES strategy on board and begin with explaining the THIEVES acronym, those are:

1. Title: in this activity, teacher will guide the student to look at the title and think or predict about the topic what will they read in the text
2. Heading: Then, student will look at the heading and think how to turn the heading into a question and try to find the answer for that question later.
3. Introduction: student will read the introductory paragraph in the beginning and think of what is important information because in the introductory paragraph student find what is the text going to talk.
4. Every First Sentence: student will read every first sentence for each paragraph because the topic sentence of the paragraph usually in the first sentence of the paragraph, in the topic sentence student will get the information about that paragraph before they read all sentences in the paragraph.
5. Visual and Vocabulary: in this activity, the teacher provide the text that include some picture or photograph, vocabularies of difficult word, and many others that can help student to get the information about the text they going to read. Then, student look at photograph, maps, and other graphics provided. Student guided directly to think what do they illustrate and look for important vocabulary words, and define them in the context of the chapter content in the text.
6. Ending Read the last paragraph and think of what is most important because in this sentence usually will conclude the content of the previous paragraphs in the text.

2. Summary: after doing all those components, in the end of this activity student will try to make summary from them in their note. In the last, to know about student comprehension the teacher gives students THIEVES worksheet and ask them to do the worksheet based on text. The teacher guides students to complete the components of THIEVES individually. With this strategy students complete the worksheet given without read all of body of the text.

### **CSR Strategy**

CSR was studied by a large number of researchers. CSR is an acronym for Collaborative Strategic Reading. According to Vaughn et al. (2002), CSR is a reading comprehension teaching technique that combines two elements: reciprocal teaching and cooperative learning. Abidin, Z.M.J., and Riswanto (2012: 194) agree that CSR is a strategy for teaching reading comprehension that is a modification of the Reciprocal Teaching and Cooperative Learning strategies. The implementation of this strategy is inviting students to study in small groups cooperatively among 3-5 students and apply four reading strategies called Preview, Click and Clunk, Get the Gist, and Wrap Up. Furthermore, Klingner, et al. argued in Puspita (2012) that CSR was a modified teaching learning strategy to provide reading comprehension for learners with reading, learning, and behavior problems, and that it was built on the foundation of reciprocal teaching with many effective instructions such as collaborative in group work, dialogue with students' interaction, and technical strategies.

### **The Implementation of CSR**

According to Abidin and Riswanto (2012), the teacher first applies the method to the entire class (preview, click and clunk, get the gist, and wrap up). When the

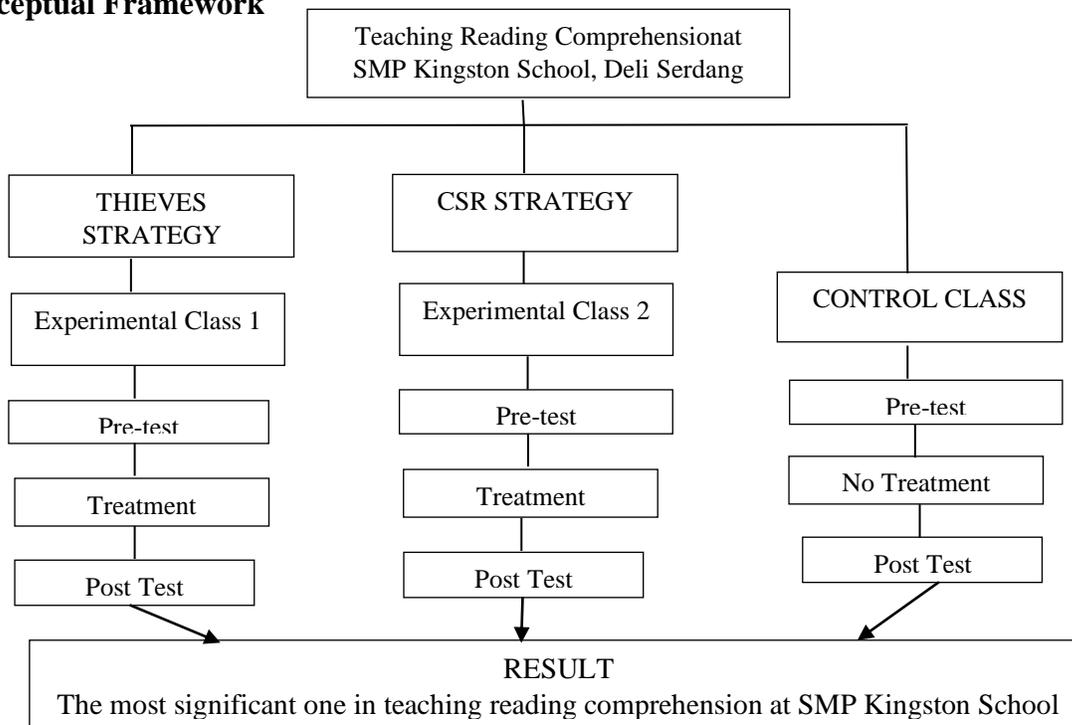
students are ready to apply the techniques on their own after participating in teacher-led activities, they can establish a heterogeneous group in which each student fulfils a specific function as the students collaborate to implement the strategies.

Based on those studies, the researcher wishes to conduct this study,

which will use a similar methodology, be experimental, and analyse data quantitatively. This study will be carried out for secondary school pupils.

This study can be described in the following char

**Conceptual Framework**



**RESEARCH METHOD**

This study was applying a quasi-experimental design. Because of the nature of a quasi-experimental study, the researcher was able to adjust the conditions in the teaching and learning process. The researcher administered treatments to the experimental group and then compared the changes in the students' achievement to the control group. In addition, there was a control group that the students were educated without the treatment.

Below table showed the pre-test, treatment and post-test at experimental group.

Table 1: Design of the research

Group	Pre-test	Treatment	Post Test
Experimental Group 1	O1	X1	O2
Experimental Group 2	O1	X2	O2
Control Group	O1	-	O2

Note :

X1 : Treatment 1 used THIEVES

X2 : Treatment 2 used CSR

**Research Setting**

This quasi-experiment research conducted at SMP Kingston School, Deli Serdang. SMP Kingston School in Deli

Serdang hosted this quasi-experimental study. Because the researcher controlled all possible variables in this experiment, volunteers were assigned to groups at random by the researcher. As a result, the researcher selected both control and experiment classes based on a recommendation from an eighth-grade English instructor for available courses for this study.

This study took place in the second semester of the school year 2021/2022. The population of the study included grade 8 students at SMP Kingston School in the second semester of the school year 2021/2022 who had the same opportunity. For students' variability in ability, challenges, and demands in the learning process, the researcher interacted with their English teacher. According to the English teacher, students in classes VIII A, VIII B, and VIII C have similar abilities, challenges, and demands in the learning process. Finally, those classes were chosen at random to determine which was the experimental class and which was the control class.

Table 2. Population of the research

No	Classes	Number of Students
1	VIII A	36
2	VIII B	36
3	VIII C	36
	TOTAL	108

In the teaching-learning process, the experimental group 1 (class VIII A) used THIEVES strategy and the experimental group 2 (class VIII B) used CSR strategy while the control group (class VIII C) used conventional or traditional strategy.

### Research Variables

The variables in this study was classified into two categories: independent and dependent variables. The independent variable was the variable that is not affected

by the dependent variable, whereas the dependent variable was the variable that influenced by the independent variable. The influence of applying both the THIEVES and CSR strategies on reading comprehension skills was being investigated in this study.

The research instrument was also validated by some experts namely expert judgment. Expert judgments in this study consist of two experts. The content validity in this study was carried out by the Gregory index. The results of the validators was made in a contingency table where the table calculated the Gregory Index is strong or weak. Scores 1 and 2 are for the weak categories, while 3 and 4 are for the strong categories. The contingency table for calculating content validity with the Gregory Index is as follows :

Table 5. Index Gregory Test

		Rater 1	
		Strong	Weak
Rater 2	Strong	A	B
	Weak	C	D

The calculation of the Gregory Index is as follows.

$$V = \frac{D}{A + B + C + D}$$

#### Information:

- V = The content validity coefficient
- A = Expert 1 and 2 stated weak
- B = Expert 1 stated strong, Expert 2 stated weak
- C = Expert 1 stated weak, Expert 2 stated strong
- D = Expert 1 and 2 stated strong

## Research Findings and Discussion Data Analysis

The research was carried out at SMP Kingston School in Deli Serdang for this study. Class VIII A, VIII B, and VIII C were utilized as examples. Class VIII A and VIII B are the experimental classes, while class

VIII C is the control class. A total of 108 students were included as part of the sample. There are 36 pupils in each class.

There are two sorts of student reading ability score data in this study. The findings of the pre-test and post-test are used to calculate this score. Recount texts from the eighth-grade curriculum were used in the study. For each of the two experiment courses, five meetings were held. Pre-test and post-testing were done on both the therapy and the control class. A pre-test was given to the children before they were treated to

measure their understanding ability. Then, after giving the treatment to the students, a post-test was given to see how the treatment affected their understanding abilities. THIEVES and CSR methods are the two types of therapy. Students' progress and the success of a plan are evaluated via achievement assessments. In both the pre-test and post-test, multiple choice questions

were used. Using multiple-choice test items, the researcher was able to achieve a consistent scoring and grading method. The pre-test and post-test in this study included 40 multiple-choice exam items.

### **Pre-test Data Description of Experimental Class 1**

Treatment class 1 was THIEVES, and the students were from SMP Kingston School grade 8 class VIII A. In this study, a pre-test would be administered to determine the students' ability to read comprehension for recount text prior to therapy. There are 36 students in the THIEVES class. Multiple choice exams based on recount text were used to find data from the pre-test reading comprehension outcomes of students taught utilizing the THIEVES approach. A total of 40 items were included in the pre-test and post-test. The table below shows the data description for the pre-test score.

Table 7. Pretest result of THIEVES class

<b>Score</b>	<b>Pretest</b>
<b>Mean</b>	44.50
<b>Maximum</b>	55
<b>Minimum</b>	30
<b>Standard Deviation</b>	6.62

The score result of the pre-test in the THIEVES class was described in the table above. In the THIEVES class, the pre-test mean is 44.50. In the THIEVES class, the pre-test has a maximum score of 55. In the THIEVES class, a score of 30 on the pre-test is required. The pre-test standard deviation in the THIEVES class is 6.62.

### **Pre-test Data Description of Experimental Class 2**

Students from Kingston School grade 8 class VIII B are in this class

treatment class 2, which is a CSR class. In this study, a pre-test would be administered to determine the students' ability to read comprehension for recount text prior to therapy. There are 36 students in the CSR class. Multiple choice exams based on recount text were used to find data from the pre-test reading comprehension outcomes of students taught utilizing the CSR technique. A total of 40 items were included in the pre-test and post-test. The table below shows the data description for the pre-test score.

Table 8. The Pre-test result of CSR class

Score	Pretest
Mean	42.36
Maximum	55
Minimum	30
Standard Deviation	5.76

The score result of the pre-test in the CSR class was described in the table above. The pre-test mean in the CSR class is 42.36. In the CSR class, the pre-test has a maximum score of 55. In the CSR class, a score of 30 on the pre-test is required. The pre-test standard deviation in the CSR class is 5.76.

#### **Pre-test Data Description of Control Class**

Multiple choice exams based on recount text were used to find data from pre-test reading comprehension outcomes of students taught using the standard technique as the control class. A total of 40 items were included in the post-test. It was a student from Kingston School, class V III C, in grade 8. The table below contains a description of the Control class's pre-test data.

Table 9. Pre-test result of control class

Score	Pretest
Mean	41.30
Maximum	50
Minimum	35
Standard Deviation	4.87

The score result of the pre-test in the Control class was described in the table above. In the Control class, the pre-test mean is 41.30. In the Control class, the pre-test has a maximum score of 50. In the Control class, a score of 35 on the pre-test is required. In the Control class, the standard deviation of the pre-test is 4.87.

#### **Data Description of Post-test**

Below data is the data for post-test of experimental class.

#### **Post-test Data Description of Experimental Class 1**

THIEVES was the first class in this treatment, and the students were from Kingston School's grade 8 class VIII A. This study's post-test was used to determine the

students' reading comprehension for the recount text. There are 36 students in the THIEVES class. Then, after receiving treatment using the THIEVES approach, a follow-up test was completed.

The goal of the post-test was to use

the post-test score to determine the effect of the treatment that had been administered. A total of 40 items were included in the post-tests. The table below shows the outcome description of the post-test score.

Table 10. Post-test Score of THIEVES class

Score	Post test
Mean	70.59
Maximum	95
Minimum	50
Standard Deviation	10.62

The table was describing the score result of post-test in the THIEVES class. The mean of the post-test in the THIEVES classis 70.59. The maximum scoreof the post-test in the THIEVES classis 95. The minimum score of the post-test in the THIEVES classis 50. The standard deviation of the post-test in the THIEVES classis 10.62. This can be concluded that the mean score of the post-testin students' reading comprehension who were taught using THIEVES strategy was higher than the mean score of the pre-test.

### **Post-test Data Description of Experimental Class 2**

Students from Kingston School grade 8 class VIII B were in this class

treatment class 2, which was a CSR class. This study's post-test was used to determine the students' reading comprehension for the recount text. There are 36 students in the CSR class. Then, after receiving treatment using the CSR method, a follow-up test was administered.

The goal of the post-test was to determine the effect of the treatment that had been administered by knowing the post-test score. Multiple choice exams based on recount text were used to find data from the post-test reading comprehension outcomes of students taught utilizing the CSR technique. A total of 40 items were included in the post-tests. The table below shows the outcome description of the post-test score.

Table 11. Post-test score of CSR class

Score	Post test
Mean	71.31
Maximum	95
Minimum	50
Standard Deviation	10.93

The score result of the post-test in the CSR class was described in the table. In the CSR class, the post-test mean is 71.31. In the CSR class, the maximum post-test score is 95. In the CSR class, a minimum post-test score of 50 is required. In the CSR class, the standard deviation of the post-test is 10.93. As a result, the mean post-test score in students' reading comprehension who were taught using the CSR technique was greater than the mean pre-test score.

**Post-test Data Description of Control Class**

Multiple choice exams based on recount text were used to find data from post-test reading comprehension outcomes of students taught using the typical technique as the control class. A total of 40 items were included in the post-test. It was students from Kingston School's grade 8 class VIII C. The table below contains a description of the Control class's post-test data.

Table 12. Posttest result of control class

Score	Post test
Mean	58.81
Maximum	80
Minimum	35
Standard Deviation	9.47

The score result of the post-test in the Control class was described in the table above. In the Control class, the post-test mean is 58.81. In the Control class, the maximum post-test score is 80. In the Control class, a minimum post-test score of 35 is required. In the Control class, the standard deviation of the post-test is 9.47. As a result, the mean post-test score in students' reading comprehension who were

taught using the standard technique was greater than the mean pre-test score.

**The Comparison Data Description of Pre-test and Post-test**

The following table shows the mean, greatest and lowest scores, and standard deviation of students' achievement scores in the Experimental and Control Classes. The information is shown in the table below.

Table 12. Description of students' comprehension skill

Test	Strategy	Mean	Max	Min	Std. Dev
Pre-test	THIEVES	44.50	55	30	6.62
	CSR	42.36	55	30	5.76
	Control	41.30	50	35	4.87
Post-test	THIEVES	70.59	95	50	10.62
	CSR	71.31	95	50	10.93
	Control	58.81	80	35	9.47

The table above was a broad summary of the research findings in the pre-test and post-test stages, based on the treatment given to each class, namely the THIEVES strategy, the CSR strategy, and the control class.

The score results of the pre-test and post-test of the THIEVES class were described in the table above. The mean pre-test score in the THIEVES class was 44.50, with a maximum of 55, a minimum of 30, and a standard deviation of 6.62. In the meantime, it was also describing the THIEVES class's post-test score. The mean post-test score in the THIEVES class was 70.59, with a maximum of 95, a minimum of 50, and a standard deviation of 10.62.

The score results of the pre-test and post-test in the CSR class were also described in the table above. In the CSR class, the mean pre-test score was 42.36, with a maximum of 55, a minimum of 30, and a standard deviation of 5.76. In the meantime, it was also describing the CSR class's post-test score. The CSR class's mean post-test score was 71.31, with a maximum score of 95, a minimum score of 50, and a standard deviation of 10.93.

The last row of the table above also described the Control class's pre-test and post-test score results. The Control class's mean pre-test score was 41.30, with a maximum score of 50, a lowest score of 35, and a standard deviation of 4.87. In the meantime, it was also describing the Control class's post-test score. The Control class's mean post-test score was 58.81, with a maximum score of 80, a lowest score of 35, and a standard deviation of 9.47.

Then, for all of the above description, there was a significant difference between the pre-test and post-test result scores. The table shows that the results of the post-test were better than the results of the pre-test. Following that, the experimental class 1 post-test has a better result than the control

class, and the experimental class 2 post-test likewise has a better result than the control class, as shown in the table. When comparing experimental class 1 and experimental class 2, experimental class 2 outperforms experimental class 1. As a result, there was the greatest difference between all of the classes in the samples, with the experimental class 2 (SCR class) achieving the greatest improvement in students' reading comprehension.

## **The Results of Hypothesis**

### **Hypothesis Test 1**

The first hypothesis in this study is that using the THIEVES technique to improve students' reading comprehension in teaching reading about recount texts at Kingston School is more effective than using a traditional strategy. The significance value of the Anova test is 0.00, which is less than 0.05. This indicates that a  $< P$  or sig value  $< 0.05$  indicates that  $H_a$  is accepted and  $H_o$  is rejected. The outcome of the Scheffe test revealed that the mean difference between using the THIEVES approach and using the traditional strategy is 11.7727. It can be inferred that using the THIEVES technique to improve students' reading comprehension is more effective than using a traditional strategy, and the first hypothesis in this study is accepted.

### **Hypothesis Test 2**

The second hypothesis in this study was that using a CSR method rather than a conventional strategy to improve students' reading comprehension in teaching recount text reading at Kingston School was more effective than using a conventional strategy. The significance value of the Anova test is 0.00, which is less than 0.05. This indicates that a  $P$  or sig value of 0.05 indicates that  $H_a$  is accepted and  $H_o$  is rejected. Then, according to the results of the Scheffe test, the mean difference between the usage of

CSR approach and the use of conventional strategy is 12.5000. It can be inferred that using the CSR technique to improve students' reading comprehension is more effective than using a traditional strategy, and the second hypothesis in this study is accepted.

### **Hypothesis Test 3**

The third hypothesis in this study was that using the CSR strategy rather than the THIEVES strategy to improve students' reading comprehension in teaching recount text reading at Kingston School was more effective than using the THIEVES strategy. The significance value of the Anova test is 0.00, which is less than 0.05. This indicates that a P or sig value of 0.05 indicates that  $H_a$  is accepted and  $H_o$  is rejected.

The comparison mean difference between the employment of CSR strategy and THIEVES strategy is 0.7273, according to the results of the Scheffe test. It can be inferred that using the CSR technique to improve students' reading comprehension is more effective than using the THIEVES strategy, and the third hypothesis in this study is accepted.

### **Hypothesis Test 4**

The fourth hypothesis in this study was that using the CSR technique to teach reading about recount text at Kingston School is the most effective strategy for improving students' reading comprehension. According to the results of the Scheffe test, the mean difference between using the THIEVES approach and using the traditional technique is 11.7727. According to the results of the Scheffe test, the mean difference between the usage of CSR strategy and the use of conventional strategy is 12.5000. According to the results of the Scheffe test, the mean difference between the usage of the CSR approach and the THIEVES strategy is 0.7273. It can be

concluded that using the CSR technique to improve students' reading comprehension is the most effective strategy, and the fourth hypothesis in this study is accepted.

## **DISCUSSION**

The results of the research were addressed in this section. Meanwhile, the study's goals were to

1. determine whether the THIEVES strategy is more effective than the conventional strategy in improving students' reading comprehension.
2. determine whether the CSR strategy is more effective than the conventional strategy in improving students' reading comprehension.
3. determine whether the THIEVES strategy is more effective than the CSR strategy in improving students' reading comprehension.
4. determine which strategy is the most effective in improving students' reading comprehension

The first hypothesis in this study is that using the THIEVES technique to improve students' reading comprehension in teaching reading about recount texts at Kingston School is more effective than using a traditional strategy.

According to some experts, THIEVES is a good reading approach for improving students' comprehension. According to Manz (2002), the THIEVES technique can aid readers, particularly students, with reading comprehension by allowing them to see the structure of the text in an organized and orderly manner.

THIEVES were provided to students as individual learning tools. Students will be able to "steal" information before beginning to read texts using this pre-reading approach. This method uses their prior knowledge in new ways to help them comprehend the reading texts they are reading. THIEVES is one of the ways for

activating students' background knowledge and allowing them to participate in the learning process. According to McAndrews (2008:151), surveying parts of a text and THIEVES is a better technique for providing prior knowledge and organizational framework for reading texts.

Because they know how to steal, after reading the main body of the text, the students steal the most crucial information that they need to understand from the book. Students learn to look at a chapter or a section of a chapter to find chapter information when they read it using this method (Kinberg, 2007). In reading exercises, the THIEVES approach makes it much easier to understand content. Using this method, students will locate the major part of the text after reading (Gear, 2008). Because kids know how to take information from text, it makes it simple for them to extract the most crucial information they require from it.

This study's results are comparable to those of Alfaki & Siddiek (2013), who investigated the function of background knowledge activation in reading comprehension using text previewing. THIEVES, a previewing approach, was used in this investigation.

The researcher finds out that Students know the trick to get the prior knowledge before reading the whole passage so the students learn how to get the information from the first step. This is the way to help students understand better before going to the whole story.

The researcher concludes that the THIEVES Strategy as a teaching strategy was effective in teaching reading recount text as a result of this research.

The second hypothesis in this study was that using a CSR technique to teach reading about recount texts at Kingston School is more effective than using a conventional strategy for improving

students' reading comprehension.

Some experts believe that CSR is an excellent reading approach for improving kids' comprehension. According to Klingner, et al. in Puspita (2012), CSR is a development teaching strategy to explore the potentials of collaboration for teaching learning language, particularly reading skill in the classroom with students of various levels and achievement who can work together in small groups, cooperative groups to facilitate students to apply four steps of reading strategies in CSR: Preview, Click & Clunk, Get the Gist, and Wrap Up to aid their comprehension. Collaborative Strategic Reading (CSR) pupils, according to Abidin & Riswanto (2012), learn how to read a text in a group setting. Students use this method to 'preview' material, then discover click and clunk words in each paragraph, acquire the gist, which is the most crucial strategy for determining the primary concept of each paragraph, and wrap up significant text ideas. In a small group setting, students can use this collaborative method to read a work thoroughly.

The researcher finds out that CSR Method is really effective before the students are divided into a small group. Students share ideas and they learn to talk each other. Aside from they learn the reading comprehension, they also learn about the team work and build the confidence to talk and share ideas in the small group.

### **The Discussion of Hypothesis 3**

The third hypothesis in this study was that using the CSR strategy rather than the THIEVES strategy to improve students' reading comprehension in teaching recount text reading at Kingston School was more effective than using the THIEVES strategy.

It can be inferred that using the CSR technique to improve students' reading comprehension is more effective than using

the THIEVES strategy, and the third hypothesis in this study is accepted.

Johnson and Johnson (1989) believe that students who learn in groups have better performance and retain information longer than those who study alone. According to Burns et al. (1996), cooperative learning can assist students activate existing information and learn from previous knowledge from their group friends in the class, causing them to take an active role in the learning process and increasing attention.

Cooperative learning in comprehending learning, according to Klingner et al. (2001), can improve learning chances for children with learning disabilities. He also discovered that peer engagement enhanced the likelihood of meaningful communication about a course.

#### **The Discussion of Hypothesis 4**

The fourth hypothesis in this study was that using the CSR technique to teach reading about recount texts at Kingston School is the most effective strategy for improving students' reading comprehension. According to the results of the Scheffe test, the mean difference between using the THIEVES approach and using the traditional technique is 11.7727. According to the results of the Scheffe test, the mean difference between the usage of CSR strategy and the use of conventional strategy is 12.5000. According to the results of the Scheffe test, the mean difference between the usage of the CSR approach and the THIEVES strategy is 0.7273. It can be concluded that using the CSR technique to improve students' reading comprehension is the most effective strategy, and the fourth hypothesis in this study is accepted.

According to (Johnson & Johnson, 1987., Slavin, 1995), there are some advantages of cooperative learning in the CSR, such as:

1. this strategy can promote students'

- academic achievement,
2. it can improve students' retention,
3. it can increase students' satisfaction in the learning experience,
4. it can help students to develop their oral communication skill,
5. the students' social skills will be developed, and
6. the students' social skills will be developed.

All of these benefits are possible in CSR because the cooperative learning idea encourages students to be active, collaborative, and cooperative in accomplishing identical learning objectives. With such benefits, it's easy to see why CSR is the finest strategy of all.

#### **Finding of the Study**

Although every effort has been made to acquire the best possible results, there are still flaws due to many study limitations, including the following:

1. Reading recount texts is the sole emphasis of the study materials. It can be used with a variety of text types, including narrative, descriptive, and many more.
2. Because the school institution only allows 5 meetings for this inquiry, time is also constrained. It consisted of a pre-test, a post-test, and a treatment plan.

Aspects that can influence the results of students' reading comprehension, such as interest, motivation, learning style, and student learning environment, are not controlled in this study.

#### **CONCLUSIONS**

Based on the research findings and discussion in the previous chapter, it can be concluded that:

1. The THIEVES strategy is more effective than the conventional strategy in improving students' reading comprehension. Students learn to get the

information from the title, heading, introduction, every first sentence, vocabularies, end of the chapter and summary.

2. The CSR strategy is also more effective than the control strategy in improving students' reading comprehension. The students are discussing in a small group to exchange the information they have.
3. The CSR strategy is more effective than the THIEVES strategy in improving students' reading comprehension. The CSR Strategy is letting the students express their ideas and find the best solutions from the small group while THIEVES strategy is letting students work individually but stealing the information from the beginning.
4. The CSR strategy is the most effective strategy in improving students' reading comprehension. CSR Strategy is not only to let the students learn how to deal with the reading comprehension but students learn to work in a team. They try to communicate so it builds up the confidence in the small group.

The comparison mean difference between the employment of THIEVES approach and conventional strategy is 11.7727, according to the results of the Scheffe test. According to the results of the Scheffe test, the mean difference between the usage of CSR strategy and the use of conventional strategy is 12.5000. According to the results of the Scheffe test, the mean difference between the usage of the CSR approach and the THIEVES strategy is 0.7273. It may be determined that using the CSR technique to improve students' reading comprehension is the most successful strategy.

## REFERENCES

- D, P. (2003). *Teaching English to Children in Asia*. Hong Kong: Pearson Education Asia Limited.
- D, P. (2003). *Teaching English to Children in Asia*. Hong Kong: Pearson Education Asia Limited.
- Hajghani, S. &. (2013). The Effect of Teaching Reading Comprehension Strategies on Iranian EFL Pre-University Student's Reading comprehension Ability/. *International Research Journal of Applied and Basic Sciences*, 594 - 600.
- Harmer. (2001). *The practice of English Language Teaching*. Harlow, United Kingdom: Pearson Education Limited.
- Harmon, K. &. (2000). *Strategic instruction in middle school social studies : enhancing academic and literary outcomes for students*.
- Jacob, H. &. (2004). Combining cooperative learning with reading aloud by teachers. *A Review in EFL Context*, 1.
- Khaki. (2014). *Improving reading comprehension in a foreign language : Strategic reading*.
- Kinberg. (2007). *Teaching Reading in the content areas for Elementary Teachers*. USA: Shell Educational Publishing.
- Klingner. (2001). From Clunk to click : Collaborative Strategic Reading. *Reciprocal teaching of reading comprehension strategies for students with learning disabilities who use English as a second language*, 96, 275 - 293.
- Klingner, V. &. (2007). *Teaching Reading comprehension to students with learning difficulties*. London: Guilford Press.

- Maita. (2013). *Hubungan Penguasaan Membaca Pemahaman dengan Kemampuan Memahami Article oleh Siswa kelas XII SMK Swasta Josua Medan.*
- Manz. (2002). *A strategy for Previewing Textbook : Teaching Reader to becomes THIEVES.*
- McAndrews. (2008). *Diagnostic Literacy Assessments and Instructional Strategies.* Chicago: The International Reading Association Inc.
- McNamara. (2007). *Reading Comprehension Strategies Theories.* New York: Lawrence Erlbaum Associates.
- Mursalina, S. (2018). *The use of collaborative strategic reading to teach reading,* 160 - 167.
- Nunan. (2003). *Practical English Language Teaching.* New York.
- Nunan, D. (2003). *Practical English Language Teaching.* New York: Mc Graw Hill.
- Nunggarasari, M. S. (2019). *The effectiveness of THIEVES Strategy towards Students' motivation in reading comprehension.*
- Nuttal. (2000). *Teaching Reading Skills in the Foreign language.* Oxford: Oxford Press.
- Othman, Z. &. (2013). *The Relationship between Reading Comprehension and Reading Strategy used among Malaysian ESL Learner,* vol 3 no 13.
- Paul. (2003). *Teaching English to Children in Asia.* Hongkong: Peasor Education Asia Limited.
- Paul, D. (2003). *Teaching English to Children in Asia.* Hong Kong: Pearson Education Asia Limited.
- Petty. (2014). *A Practical guide teaching today.* Oxford: Oxford University Press.
- Poole. (2009). *The reading strategies used by male and female English language learners : A study of Colombian High School Students.* New England Reading Association.
- Rina. (2013). *Using Authentic Materials to improve reading comprehension of grade eight students of SMP 15 Yogyakarta.* Yogyakarta.
- Roit. (2015). *Effective Teaching Strategies for Reading Comprehension.* Mc Grow Hill Education.
- Silberstein. (1998). *Teaching Reading Process.* Birmingham: University of Birmingham Press.
- Sipay, H. &. (2008). *How to increase reading Ability.* Manila: Macmillan Education.
- Snow. (2022). *Reading for Understanding : Toward an R&D Program in Reading Comprehension.* Santa Monica: RAND.
- Stoller, G. &. (2002). *Teaching and Researching Reading.* New York: Longman.
- Torsegen. (2006). *Factors that influence Reading Comprehension : Deelppmental and Instructional Consideration.* Florida: Florida State University.
- Vaugh. (2002). *Collaborative Strategic Reading (CSR) : Improving Secondary Students' Reading Comprehension Skill.*