THE EFFECT OF USING THIEVES STRATEGY ON STUDENTS' READING COMPREHENSION ABILITY AT GRADE XI SMA NEGERI 1 TAMBUSAI UTARA

A THESIS

Submitted to the State Istitute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the requirement for the Graduated Degree of Islamic Education (S.Pd) in English

Written By :

GIAN AYU DRANI
Reg. No. 15 203 00086

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN 2019

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Advisor I

Eka Sustri Harida, M. Pd
NIP. 19750917 200312 2 001

Advisor II

Fitri Rayani Siregar, M. Hum
NIP. 19820731 200912 2 004

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
2019

LETTER OF AGREEMENT

Term : Munaqosyah   Padangsidimpuan,   November 2019
      a.n. Gian Ayu Drani   To:
Item : 7 (seven) exemplars   Dean Tarbiyah and
                                       Teacher Training Faculty
                                       In-
                                       Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Gian Ayu Drani**, entitled *"The Effect of Using THIEVES Strategy on Students' Reading Comprehension Ability at Grade XI SMA N 1 Tambusai Utara"*, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
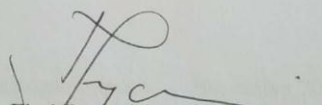
Wassalamu'alaikum Wr.Wb.

Advisor I   Advisor II

Eka Sustri Harida, M. Pd.   **Fitri Rayani Siregar, M.Hum.**
NIP. 19750917 200312 2 001   **NIP. 19820731 200912 2 004**

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Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis	:	THE EFFECT OF USING THIEVES STRATEGY ON STUDENTS' READING COMPREHENSION ABILITY AT GRADE XI SMA N 1 TAMBUSAI UTARA
Written By	:	GIAN AYU DRANI
Reg. No	:	15 203 00086
Faculty/Department	:	TARBIYAH AND TEACHER TRAINING FACULTY /TBI-1

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English

Padangsidimpuan,   November 2019
Dean of Tarbiyah and Teacher
Training Faculty

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

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Name : **Gian Ayu Drani**
Reg. Number : **15 203 00086**
Faculty : **Tarbiyah and Teacher Training Faculty**
Department : **English Education**
The Title of the Thesis : **The Effect of Using THIEVES Strategy on Students' Reading Comprehension Ability at Grade XI SMA N 1 Tambusai Utara**
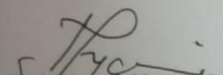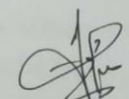
ABSTRACT

This research focuses about the effect of using THIEVES Strategy on Students' Reading Comprehension Ability at Grade XI SMA N 1 Tambusai Utara. The problems of this research are students are lazy to read, students had lack motivation in reading, students did not have good strategy in reading, also the English teacher do not have good strategy in teaching reading. The purpose of this research is to find out the effect of using THIEVES strategy on students' reading comprehension ability at grade XI SMA N 1 Tambusai Utara.

This research employed experimental research. The population of this research is XI Sains grade of SMA N 1 Tambusai Utara. The total of population is fourth class. Then, the sample of the research are 2 classes, experimental class (XI MIA-3) and control class (XI MIA-4). It is taken ramdomly after conducting normality and homogeneity test. To collect the data, researcher used test for measuring students' reading comprehension ability. To analysis the data, the researcher used T-test.

Based on the result of the research, researcher showed the description of the data was found that mean score of pre-test in experimental class was higher than control class (70>65.75) in enough categorized. Then, after using THIEVES strategy the result of mean score post-test experimental class was higher than control class (81.15>65.75), and the score of t_{count} was bigger than t_{table} (29.05>2.000). It means that hyphothesis alternative (H_a) was accepted. It was concluded that there was significant effect of using THIEVES Strategy at Grade XI SMA N 1 Tambusai Utara.

Key Words : *Reading, Reading Comprehension, and THIEVES Strategy*

Name	: **Gian Ayu Drani**
Reg. Number	: **15 203 00086**
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Department	: **English Education**
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ABSTRAK

Artikel ini fokus mengenai pengaruh penggunaan THIEVES strategi pada kemampuan membaca siswa kelas XI SMA N 1 Tambusai Utara. Masalah-masalah pada artikel ini adalah siswa malas membaca, siswa kurang motivasi dalam membaca, siswa tidak memiliki strategi yang baik dalam membaca, begitu juga dengan Guru bahasa Inggris tidak memiliki strategi yang baik dalam mengajar *Reading* (membaca). Tujuan dari artikel ini adalah untuk mengetahui pengaruh penggunaan THIEVES strategi pada kemampuan membaca siswa kelas XI SMA N 1 Tambusai Utara.

Artikel ini menggunakan metode penelitian eksperimental. Populasi dari penelitian ini adalah siswa kelas XI Sains SMA N 1 Tambusai Utara. Kemudian, sampel penelitian ini ada 2 kelas yaitu kelas eksperimen (XI MIA 3) dan kelas kontrol (XI MIA 4). Diambil secara acak setelah melakukan normaliti dan homogeniti tes. Untuk mengumpulkan data, peneliti menggunakan tes. Untuk menganalisis data, peneliti menggunakan rumus *T-test*.

Berdasarkan hasil penelitian, peneliti menunjukkan deskripsi data mean score dari kelas eksperimen pada pre test lebih tinggi daripada kelas kontrol (70>65.75). kemudian, setelah menggunakan THIEVES strategi hasil mean score pada post test kelas eksperimen juga lebih tinggi daripada kelas kontrol (81.15>65.75), dan skor t_{hitung} lebih besar dari t_{tabel} (29.05>2.000). jadi, hipotesis alternatif (H_a) diterima. Sehingga dapat disimpulkan bahwa ada pengaruh yang signifikan pada penggunaan THIEVES Strategi terhadap kemampuan membaca siswa kelas XI SMA N 1 Tambusai Utara.

Kata Kunci: *Membaca, Pemahaman Membaca, dan THIEVES strategi*

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Padangsidimpuan,   October 2019

Researcher

GIAN AYU DRANI
Reg. No. 15 203 00086

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CHAPTER I

INTRODUCTION

A. **Background of the Problem**

Understanding English is very important in this globalization era, because English is one of the human language in the world that has important role in communication. It has become International language and almost praticed in every aspect of human life such as; education, society, politics, economics, and culture. Fundamentally, Indonesian's curiculum said that there are four language skills that should be mastered by the students; they are listening, speaking, reading and writing. The language parts are vocabulary, grammar and also pronunciation.

In English skill, reading is the third skill after listening and speaking. Our God created the human being with the first skill is listening. After listening, human can speak word by word, step by step and slowly. After that, human study to read everything. Reading the nature, reading the condition, reading everything that human's see and reading the word/text/printed material.

Reading as one of the four skills take much portion of time in teaching and learning process in the class. To improve reading skills, the students have to realize that the aim of reading the text is to comprehend reading text and to get the information. Reading as an important role in language learning and it would be better that is teaching wisely done.

Grabe and Stoller state that reading is an ability to draw the meaning from the printed pages and interpret the information appropriately[1]. From the above quotation, reading means that to find out the messanger or information that the writer put into the text as efficient as possible.

The reason of the students to read in the classroom is to get the information. In order to get the information, students need to comprehend what they have read, comprehension means an understanding of the information that words and sentences are communicating in reading text. So, reading comprehension is one of essential materials of teaching English that is given for the students.

Reading comprehension is a good way to develop and understand English. In reading comprehension, the students should be able to read English text effectively and efficiently. In the reading comprehension, the students do not read the text only, but they want to know about what the content of the text. To become a good reader, students should have a particular purpose before they interact with the text.

In reading comprehension, the students are expected to have knowledge and ability to understand about the content that has explained in the text. It means the students need to learn a considerable amount information of a text. Therefore, students need some abilities to understand and remember main ideas as well as number of details that elaborate the main

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[1]William Grabe and Stoller L, "Teaching and Researching Reading" 14, no. 2 (2002): 3, http://nflrc.hawaii.edu/rfl p.9.

and supporting ideas in the text. They also need to link the text to their knowledge base.

Teaching learning process happened in everywhere at school in this world. In SMA N 1 Tambusai Utara, teaching learning process happened everyday in this school. There are many teachers teach the students in different skills and subject. In SMA N 1 Tambusai Utara, there are some teachers that ever teach English subject, they are Mrs. Sakdiyah, Mrs. Cica Saili, Mr. Kuwat, Mr. Suhardi and Miss Eti Siska. The five of these English teachers, when they teach in the classroom, they do not use many strategies or methodes especially in teaching reading[2]. So it is become problem with the English teachers' strategy in SMA N 1 Tambusai Utara.

When teaching reading in the classroom, the five teachers only asked the students to read the text by themselves, after finishing reading the text the teacher asked the students to answer the questions and translate all the text. The teachers did not explain anything about the text, but sometimes helped the students to translate the text. Also, sometimes the English teachers read the text and the students become the listeners[3]. The activity like this make the students passive and the teachers become active. The teachers can read well but the students not.

Based on above illustration, the researcher can conclude that the English teachers in SMA N 1 Tambusai Utara do not use any strategy in

[2]Suhardi, *Private Interview to the English Teacher of SMA N 1 Tambusai Utara,*(Mahato: SMA N 1 Tambusai Utara, November 26TH, 2018 on 09.30 A.M)

[3]Peni Andriani and Welsa, *Private Interview to the Students of SMA N I Tambusai Utara*, (Mahato: SMA N 1 Tambusai Utara, September-Oktober, 2018)

teaching, only use dictionary to help the students for translating the text and ask the students to read by silent/aloud reading and make the students do not have reading ability, also the reason to read is not successful in the classroom

Beside the above problem, some problems of reading comprehension can be caused by many factors. First, the students were lazy to read because they think that reading is boring activity. The second, the students did not have good motivation to read the text because the text was not interesting, and they should comprehend every word of the text. The third, the students were lack of vocabulary and did not have good strategy in reading, so if they wanted to understand the text, they must keep on looking up the dictionary to found out the meaning of the words, so the students get difficulties in reading through they have read in many years, and also they do reading not use the strategy. The fourth, like the researcher have explained above, the English teacher do not have good strategy to make reading is interesting. The teacher only asks the students to read like them in the first grade of elementary school after that answer the question and translate all the text. The fifth, the students not focus because their talk to the friend and like it[4]. All the problems should be solve in the class to make the students can get the function of reading it self.

Whereas, in teaching learning, many strategies of teaching can use to help the students comprehend the lesson and make the teaching learning-process easier. In order to increase the students' ability in learning reading,

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[4]Cica Saili, *Private Interview to the English Teacher of SMA N 1 Tambusai Utara*, (Mahato: SMA N 1 Tambusai Utara, November 2018)

the teacher should be able to find an interesting strategy. Therefore, the students will be enjoyable in reading. To solve the above problems, the researcher introduced a strategy in reading that is to use "THIEVES" (Title, Heading, Introduction, Every first sentence, Visual/vocabulary, End of the text, and Summary strategy.

THIEVES strategy is a strategy that helps students go through all the necessary pre-reading steps before diving into a textbook chapter. This is a strategy that can be used by the teacher in teaching reading, this strategy will give contribution for students in learning process. Students learn how to "steal" the information from the Title, Heading, Introduction, Every first sentence, Visual/vocabulary, End of the text, and Summary[5]. In this strategy, the students easier to find out the information from the text. In this strategy the students give the opportunity to find out the information before they read until they got motivation in learning English especially in reading.

Based on above illustration, it is undeniably that reading is important for everybody. However, reading still a problem in school, especially at SMA Negeri 1 Tambusai Utara. That's way the reseracher intruduce and offer THIEVES strategy for teaching and learning in reading.

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[5]Manz   S.   L,   "T.h.i.e.v.e.s."   55   (2002):   21, http://www.readwriteyhink.org/lesson_images/lesson112/manz.pdf.

B. Identification of the Problem

Especially at SMA Negeri I Tambusai Utara, researcher found that there are some problems in reading comprehension at grade XI of SMA Negeri 1 Tambusai Utara as following are :

1. Students were lazy to read.

2. Students had lack motivation in reading.

3. Students did not have good strategy in reading or they did know the strategy to read.

4. The teacher do not have good strategy in teaching English especially teaching reading and make reading activity become interesting.

5. Students got the difficulties in reading event though they have read in many years.

6. Students don't know how to comprehend the text, how to convey the meaning, and their lost their focus because talk to their friends and fell that reading uninteresting activity.

C. Limitation of the Problem

As mention above, the factor to teach reading comprehension teacher should find an approach, strategies, and method. Here, the researcher did not discuss all the factors. The researcher discussed one factor only that is the strategy. It is about the teacher strategy in teaching reading especially in reading text, so the teacher can make reading activity more interesting. Also in this research, researcher want to focus about finding and getting the

positive one or significant effect of using THIEVES strategy on students'
reading comprehension ability at grade XI of SMA Negeri 1 Tambusai Utara.

D. Formulation of the Problem

The formulation of the problem in this research are as follow :

1. How is the students' reading comprehension before using THIEVES
   strategy?

2. How is the students' reading comprehension after using THIEVES
   strategy?

3. Was there a significant effect of using THIEVES strategy on students'
   reading comprehension ability at grade XI of SMA Negeri 1 Tambusai
   Utara ?.

E. Purpose of the Research

From the above formulation, the purposes of this research were:

1. To describe the students' reading comprehension ability before using
   THIEVES strategy at grade XI SMA N 1 Tambusai Utara.

2. To describe the students' reading comprehension ability after using
   THIEVES strategy at grade XI SMA N 1 Tambusai Utara.

3. To examine the significant effect of using THIEVES strategy on students'
   reading comprehension ability at grade XI of SMA Negeri 1 Tambusai
   Utara.

F. Significances of the Research

This research was expected to be useful at least in six domains, for the science of education, for the teachers, for the future researcher, for the school, for the students and for the reader.

The significances of the research can be described as follow:

1. Head master of the school, to motivate the English teachers to teach English in good way.

2. English teachers, to develop the teaching English especially in teaching reading. To help the teacher in teaching learning process and providing the active learning, creative, innovative, effective and fun for students in the classroom. Also as a source of information for English teacher to improve the quality of English teaching learning process.

3. Researcher, it is useful as source of the information for futher related studies and this study can be used by the researcher to get new experience in the teaching learning process and gives insightful knowledge of English proficiency.

4. School, it can give positive effect to the future in the teaching learning process, especially in reading comprehension.

G. Systematic of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow: in chapter one, it is consist of bacground of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significances of the research, and systematic of the thesis.

In chapter two, it is consists of the theoritical description, which consists of sub chapters such as theoritical description of reading comprehension, and description of THIEVES strategy. Then review of related findings, copceptual frame work and hypothesis.

In chapter three, it is consist of research methodology which consists of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the technique of data analysis and outline of the thesis.

In chapter four, it is the result of the research talking about the analysis of data. This chapter four, it is consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consists of conclusion that is giving concsution about the result of the research and suggestion that given suggestion to the students and teachers by reseacher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoritical Description

To conduct a research, theorities are needed to explain some concepts and terms applied in research concerned. Therefore, the clarification of the concepts will minimize posible misunderstanding between the readers and the writer. In order words, they are very important to be explain, so the readers will get the point clearly.

1. Reading Comprehension

a. The Defenition of reading

Allah SWT asks all the human being for looking for the knowledge and information as much as posibble by reading, because by reading human being can get the knowledge and information. Allah SWT reveals in surah Al-Alaq verse 1-5 Holy Qur'an :

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ ۝ ٱقْرَأْ وَرَبُّكَ
ٱلْأَكْرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ۝

1. Read! In the Name of your Lord is the most Generous
2. He has created man from a clot (a piece of thick coagulated blood)
3. Read! And your Lord is the most Generous
4. Who has taught (the writing) by the pen
5. He has taught man that which he knew not[1].

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[1]Al-Qur'an Perkata Indonesia-Inggris Ar Rahman, Translation of The Meanings of Noble Qur'an in The English Language by Dr. Muhammad Taqi-ud-Din al-Hilali & Dr. Muhammad Muhsin Khan, (Jakarta: Kalam Media Ilmu, 2014), p.597.

The first word of this verse is IQRA ! that means read. The verse above means that if we want to know something we must read. If we want to get some information or knowledge, we have to read. By reading much, it can enlarge our knowledge.

Grabe and Stoller State reading is the ability to draw meaning from the printed page and interpret this information appropriately[2]. It means that when a reader interacts with printed pages, their prior knowledge combine with the visual or written information result in his comprehending the message.

> Deborah Dalek and Nancy Anter in their book define reading as: (1) reading is two-way communication between an author and a reader (2) reading is interpretation and understanding (3) reading is a process (4)reading is thinking[3]. It means that reading is a process of thinking, interpretating and understanding so the readers can communication with the author.

According to Janette et.al. reading is a complex process to learn and complex to teach. Reading is a form of communication, using written language or symbols (text)[4]. It means that reading can also as the process of teaching and learning using the written language and symbols that written in the text or not.

Reading is essentially a complex that involves many things. It is not only recite the text, but also involves a visual activity, thinking,

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[2]William Grabe, *Reading in a Second Language* (America: Cambridge University Press, 2009) p.9.

[3]Nancy Anter and Deborah Dalek, *Critical Reading for College and Beyond* (New York: Mc. Graw Hill, 2004) p.46.

[4]Janette K, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: United in the States of America, 2007) p.92.

psycholinguistics, and metacognitive[5]. According to Elizabeth, reading is a process sof looking at a written or printed symbol and translating it into an appropriate sound[6]. So by looking the printed symbols, readers can read it.

From the above definitions, it can be concluded that reading means that to find out the messager or information that the writer put into the text as efficient as possible. Reading is the interacting between the reader and the writer through the printed text which requires the readers to bring their own knowledge of a language to recognize that print of the words, sentences and paragraph and to interpret the author's message.

Reading is a receptive skills, it is a transactional between a reader and a writer. A writer can communicate with a reader throughout a text. Reading is an interactive process between the reader and the text. An interactive process happens when the readers try to understand the text. While understanding the text, the readers want to communicate with ideas proposed by the writers.

Reading is the process of cognition, interpretation and perception of a written or printed material. As stated by Goodman in Carrell that reading is a receptive language process it is a psycholinguistics process in which the readers reconstruct the

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[5]Chatherine E Snow, *Reading for Understanding in Reading Comprehension* (New York: RAND, 2002) p.12.
[6]Elizabeth Chesla, *Eight Grade Reading Comprehension Success* (New York: United in the States of America, 2001) p.278.

meaning[7]. It happens in human minds people receive the text and then process with their minds. In processing in their minds, they make their own interpretations of the text they read.

In reading, an individual construct meaning through a transaction with written text it involves the readers acting on interpreting the text and the reader's experiences, language background, and their cultural framework influence interpretation. Related to this, Camile says that reading is a transactional between the reader and the text in a specific context that results in the creation of a new text in the mind of the reader[8]. The goal of reading is not inferring the intended message of the author but rather creating a message that is useful to the reader. The readers read the texts and do the new interpretation based on their knowledge they try to make new text but not far from the original text based on their interpretation and their understanding.

Furthermore, Celle-Murcia defined reading as an interactive and socio cognitive process, involving a text, a reader, and social context in which the activity of reading takes place[9]. People do not read with an empty mind, they have already had any opinions or schemes, of it in their mind. Thus, reading is stated as an interactive process, because in

[7]Patricia L Carrel, et. Al, *Interactive Approaches to Second Language Reading*, (New York: Cambridge University Press, 1998), p.12

[8]Donna Ogle Camille Blachowicz, *Reading Comprehension* (New York: United in the States of America, 2008) p.65.

[9]Celce-Murcia, Marianne, *Teaching English as a Second or Foreign Languge third Edition*, (New York: Henle & Heinle, 2001)

reading the readers communicate with the written or printed text. By reading the reader may know the ideas of the writer.

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes[10]. Sentences have syntactic composition, propositions, and stylistic features. Deep comprehension of the sentences requires the construction of referents of nouns, a discourse focus, presuppositions, and plausible inferences. The reader needs to distinguish given versus new information in the text and implicitly acknowledge what is shared among most readers in a community.

To get a better sense of the complexity of reading, read what some experts in the field have said about the reading process :

1. What do we read ? The message is not something given in advance or given at all but something created by interaction between writers and readers as participants in a particular communicative situation.
2. Reading is asking questions of printed text. And reading with comprehension becomes a matter of getting your questions answered[11].

In reading there are messages that the readers want to get. It got by interaction with the text written. The readers also try to answer some questions in their minds related to the text. It is impossible reading without getting the meaning, eventually it is academic reading. Why do

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[10]Danielle S. McNamara, *Reading Comprehension Strategies* (New York: Lawrence Erlbaum Associates, 2007) p. 3.

[11]Rona F. Flippo, *Handbook of College Reading and Study Strategy Research* (London: Lawrence Erlbaum Associates, Inc, 2000) p. 20.

you read? There will be the reasons for reading. Beside getting information, it can be for enjoyable activities. The purpose of reading can be to learn overall concepts such as background information to help you understand the next topic, to learn detailed information, to learn how to do a procedure or to evaluate the author's perspective or compare it with another author's point of view. What ever your purpose for reading, it will be needed for you to get information, and it will need reading strategis to find the information from its purpose.

From the above explanation, it can be concluded that reading is an interactive process between the readers and the writers through their writing that happened when the readers try to understand and reconstruct meanings from the written or printed texts. So, reading is an interactive process that happens in human minds to reconstruct the meaning or to get the information for what they have read.

b. Defenition of Reading Comprehension

Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to ones spoken language. Eskey stated "comprehension is always directed and controlled by the needs and purpose of an individual and crucially depends on that individual's background knowledge[12]. It is also stated that word recognition is a process of accessing and recognizing individual

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[12]Margaret Bouchard, *Comprehension Strategies for English Language Learners*, ed. Bounchard Margaret (New York: Scholastic Inc, 2005) p.38.

words[13]. Meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text.

Comprehension is also a constructive process in which students creates meaning based on their background knowledge[14]. Reading becomes an involving between a text and a readers background knowledge.

Reading comprehension is remarkably complex, involving many processing skills that are coordinated in very efficient combination. Reading comprehension is in its most obvious sense, the ability to understand information in a text and interpret it appropriately. Because we also read for different purposes, there are many ways to read a text. Futher complicating any definition, seen in this light, the ability to read is a remarkable type of expertise that most humans develop. It is not generally well understood, nor is its development widely recognized for the significant cognitive achievement that it is. We hope that readers of this volume develop a greater respect for the expertise required with any efford at reading comprehension.

As stated above that reading is not just saying the words, but also to understand what we read, or getting the idea, it is related to comprehension. Hornby states that comprehension is the power of

[13]Tenena M. Soro Kristin Lems, Leah D. Miller, *Teaching Reading to English Language Learners* (New York: Guildford Press, 2010) p.65.

[14]Thomas G Gunning, *Comprehension Boosters* (America: Jossey-Bass, 2010) p.12.

understanding[15]. It is the ability to understand a language. In addition, Richard states comprehension is the process by which a person understanding the meaning of written or spoken language clearly[16]. Comprehension is the ability to understand the meaning from written or spoken language.

He also states that comprehension focuses on reading instuction, such as:

1. Understanding words and building vocabulary
2. Understanding sentences, sentences structure, and syntax
3. Sentences, finding detail, and drawing conclusion and interpretation what you read[17].

Futher, in comprehension at least needs three skills which should be prosessed as a reader, knowledge of words forms and their meanings, the ability to understand the sentence in a paragraph, the ability to see the main thought of the writer and get the general ideas of a piece of reading materials.

Ellen also gives the statement that reading comprehension is proses using syntatic and semantic information found in printed text to reconstruct in the readers mind[18]. Reading comprehension is the ability to understand information presented in written form. It is the process of getting meaning from print. It is not a passive receptive activity, but requires the readers to be active and thinking. Reading

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[15]A.S. Hornby, *Oxford Advanced Learners' Dictionary of Current English*, p.324.

[16] Willy A. Renandya Jack C. Richards, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002) p.54.

[17]Jack C. Richards p. 57.

[18]Vicky Layne Ellen McIntyre, Nancy Hulan, *Reading Instruction for Diverse Classrooms* (New York: United in the States of America, 2011) p.114.

comprehension is a complex skill includes understanding the text and the components inside. It is the process of understanding the text to get the meaning.

The others ideas about reading comprehension are besed on process and level of comprehension. Based on process comes from Clark who states that there are two procesess of comprehension, construction process in which the way listeners construct an interpretation of a sentence from the speakers words[19]. Also utilization process which concerned with how the listeners utilize the interpretation for futher purpose for registering new information, answering question, following orders, registering promises, and the like. So by reading, readers can construct and interpretation everything that related to the information.

Another idea of reading comprehension according to Mayer, "Reading comprehension is technique for improving students in extracting useful knowledge from the text[20]. In other word, reading comprehension is ability of the reader to understand the text and comprehend the mean of the text and understanding a text that is read or process of constructing meaning from the text.

Based on above explanations, it can be concluded that reading comprehension is mental process in which the readers try to

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[19]Roza Zhussupova and Meruyert Kazbekova, "Metacognitive Strategies as Points in Teaching Reading Comprehension," *Procedia-Social and Behavioral Sciences* 228, no. June (2016): 593–600, https://doi.org/10.1016/j.sbspro.2016.07.091.

[20]Steven A. Stahl Scott G. Paris, *Children's Reading Comprhension and Assessment*, ed. Paris Scott G and Stahl Steven A (London: Lawrence Erlbaum Associates, 2005) p.77.

understand the meaning in the text by interpreting what have been read in order to find the idea given by the writers. In reading comprehension, the readers should pay attention for some aspects such as how they understand the words and the information from the text, understanding main ideas and details, and be able to make conclution. Reading comprehension has aims, they are understanding the given passage or stories and getting ideas or opinion from the text.

c. Level of Reading Comprehension

Level of reading comprehension refers how far the students understand the information gotten from the text and which level that has been achieved. Smith in Wayne Otto indicates that there are some levels of comprehension:

1. Literal Comprehension
   That is the skill of getting primary direct literal meaning of the word, sentence, idea or phrase in the context. In this level, the readers know the words meaning, able to paraphrase or recall the of details directly in own words. Literal comprehension is the readers deal with decoding the symbols use in the text.
2. Inferential Comprehension
   Inferential comprehension refers to the ability to go beyond what is stated directly, to understand what teh writer means by looking for inside meaning. In level, the readers able to infer factual information, main idea, comparisons, cause-effect realtionship, which is not explicitly stated in the passage.
3. Critical Reading Comprehension
   Critical reading comprehension refers to the ability to make analysis, evaluation, judgment, and personal reacting about the ideas of information that writer offers in a passage. In critical reading, readers evaluate written materials, compare

the ideas found in the material with their previous knowledge and draw conclution appropriately.

4. Creative Comprehension

Creative comprehension is to apply ideas from the text to the new situation and to recombine author's ideas with theother ideas to form new concept or to expand old ones. In this level, the readers able to product new ideas, develop his new insight through reading the materials.

5. Interpretative Comprehension

Interpretative comprehension is the readers try to grasp the ideas to interpret what they have been read.

6. Applied Comprehension

Applied comprehension is the readers can apply what they have been read.[21]

So, level of reading comprehension show how the readers or students what they have read, start from easy level until to hard level.

d. Reading Goals

The main goals of reading are to get and search information include content and meaning of the text. Here some goals of reading such as:

1. Reading is to find the topic of the text
2. Reading is for identifying important information
3. Reading is for finding main ideas
4. Reading is for finding the spesific information
5. Reading is for underlining the important information
6. Reading is to classify the difficult word
7. Reading is to evaluate[22]

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[21]Khotimah Mahmudah, "Using Assessment of Reading Test Analysis of Reading Comprehension Problems toward the Ninth Graders," n.d., 134–36, https://files.eric.ed.gov/fulltext/EJ1027694.pdf.

[22]Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (America: American Library Association, 2007) p.70.

In conclusion, the goals of reading are to easier the readers in read the text, to find the topic of the text and how to evaluate the text. The researcher give the indicators of reading test, there were able to identify the main idea of text, able to identify the important information of the text, able to find the topic sentence of the text and able to find the other vocabularies.

River and Temperly in David Nunan suggest that there are seven goals of reading:

1. To obtain information for some porpuse or because we are curious about some topic
2. To obtain instructions on how to perform some task for our work or daily life
3. To act in a play, play a game, do a puzzle
4. To keep in touch with friends by correspondence or to understand business letters
5. To know when or where something will take place or what is avaiable
6. To know what is happening or has happened
7. For enjoyment or exitement[23]

From the above explanation, the researcher concluded that goals of reading comprehension that a lot and have a goal that is very important because a lot of new information can be obtained as to add knowledge, either from the books, newspapers, and magazines. The indicators of reading comprehension are how to identify the main idea, topic sentence, expression/idioms/phrases in context, inference (implied detail), grammatical features, detail (scanning for specifically stated detail), excluding facts not written (unstated details), important

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[23]H. Doughlas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Longman, 2003) p. 120.

information, supporting ideas and vocabularies in context. Finally, the reaseracher chooses for these research are identifying main idea, important information, the porpuse of communication and vocabulary in context.

2. Reading Strategy

a. Defenition of Reading Strategy

Reading strategies are important to do by the readers in reading process. Reading strategies help the readers to comprehend the text. Reading strategies are the plans for solving problems encountered in constructing meaning. The reader can help himself to solve his problems in reading through strategies[24]. It can be concluded that reading strategies are important for readers to solve his problem in reading.

In addition, Duffy in Richard and Renandya defined reading strategies as plans for solving problems encountered in constructing meaning[25]. They range from bottom-up vocabulary strategies, such as looking up unknown word in the dictionary, to more comprehensive actions, such as connecting what is read to background knowledge.

Futher, reading strategies are tools that assist a reader in unlocking the meaning behind the printed word[26]. The readers, in reading, try to understand the meaning from the text, what the text

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[24]Riandry Fadilah Nasution et al., "Reading Strategies Used by Successful Readers of English Department Students of State Institute For Islamic Studies Padangsidimpuan" 4, no. 2 (2018): 263–80, http://jurnal.iain-padangsidimpuan.ac.id/index.php/x2/article/viewfile/11/.

[25]Jack C. Richards, *Methodology in Language Teaching* p.287.

[26]Bouchard, *Comprehension Strategies for English Language Learners* p.9.

about. These strategies can be helpful before, during, and after the actual reading event. So, by applying reading strategies and reading activities, hopefully that the readers can get the ideas in the text they read.

So, reading strategies are ways or tools to reach goal in understanding written text or printed materials for solving the problems in constructing meaning.

Wenden notes that the strategies have been labeled differently in the literature and goes on to list the following: techniques, tactics, potentially conscious plans, consciously employed operations, learning skills, basic skills, functional skills, cognitive abilities, language processing strategies and problem-solving procedures[27]. A general distinction has often been made between strategies and skills. However, for some, they denote essentially the same processes.

b. Defenition of THIEVES strategy

As stated by McAndrews, the strategy to provide background knowledge and organizational structure for expository text by surveying parts of a textbook or other nonfiction text[28]. So, strategy

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[27]Abidin Pammu et al., "Metacognitive Reading Strategies of Less Proficient Tertiary Learners : A Case Study of EFL Learners at a Public University in Makassar , Indonesia," *Procedia-Social and Behavioral Sciences* 118 (2014): 357–64, https://doi.org/10.1016/j.sbspro.2014.02.049 p.90.

[28]Abbas Ali and Fatemeh Naamaei, "The Effect of Pre-Task Activity Types (SRE , PALS , and CSR) on L2 Reading Comprehension and Vocabulary Recognition and Recall," *Procedia-Social and Behavioral Sciences* 98, no. 1981 (2014): 1996–2003, https://doi.org/10.1016/j.sbspro.2014.03.634.

can help the readers to activate their background knowledge about the text.

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 first sentence, visual/vocabulary, ending and summary[29]. That the strategies used by the teacher in teaching reading not only simple in procedure but also can help the students to activated there there background knowledge in other to comprehend reading text.

THIEVES is one strategy to activate the background knowledge[30]. In this strategy students learn to preview a chapter or a section of a chapter in order to organize the chapter's information as they read it. This definition emphasize that THIEVES make the reading that much easier. Students will find that, after reading the main body of the text. They will be easy to find the most important information that they need about text, because they know how to be a thieves. As we have seen students may very well not know how to usw their textbook recourses, alternatively they may know how to use those resources but nor understand the value of using them. So direct coaching on how to use what is available in a textbook can be a

[29]Manz S. L, "T.h.i.e.v.e.s."
[30]Alfaki and Siddiek, "The Role of Background Knowledge in Enhancing Reading Comprehension."

valuable use of your classroom time. One way to coach students in the used of textbook resources is a strategy called THIEVES.

c. The Elements Of THIEVES Strategy

The elements of THIEVES strategy as follows:

1) Title
    Don't skip the title, it gives you a hint on what the chapter about. Ask yourself questions while you look at the title :
    a) What is the title ? What do I already know about this topic?
    b) Does the title express a point of view ?
    c) What do I think I will be reading about ?
2) Headings
    Headings tell you the important sections of the chapter. They help you identify the specific topics covered. You can turn the heading into questions to find the information covered in the chapter. Ask yourself questions whilw looking at the headings :
    a) What does this heading tell me I will be reading about ?
    b) What is the topic of the paragraph beneath it ?
3) Introduction
    The introduction gives you an overview of the chapter. Sometimes the goals and objectives of the chapter are stated in the introduction. Ask yourself questions when previewing the introduction :
    a) Is there an opening paragraph perhaps italicized ?
    b) Does the first paragraph introduce the chapter ?
    c) What does the introduction tell me I will be reading about ?
    d) Do I know anything about this topic already ?
4) Every first sentence in paragraph
    The first sentence is often the topic sentence of the paragraph. By reading these you can get an idea of the information that will be in the chapter.
5) Visual and vocabulary
    Look at the pictures, charts, tables, maps and graphs contained in the chapter. Read the captions and labels on each, this enables you to learn a little more about the topic before you begin to read. Ask yourself questions about the visuals :
    a) Does the chapter include photographs, drawings, maps, charts, or graphs ?
    b) What can I learn from the visuals in a chapter ?
    c) How do captions help me better understand the meaning ?

d) Is there a list of key vocabulary terms and definitions ?
e) Are there important words in boldface type throughout the chapter ?
f) Do I know what the boldface word mean ?
g) Can I tell the meaning of the boldface words from the sentences in which they are embedded ?
6) End of text questions

These questions indicate important points and concepts from the chapter. Just reading these questions will help you target information that is important in the text and establish a purpose for reading. Ask yourself questions about the end-of-chapter-questions:
a) What do the questions ask ?
b) What information do they earmark as important ?
c) What information do I learn from the questions ?
d) Let me keep in mind the end-of-chapter questions so that I may annotate my text where pertinent information is located.
7) Summary
a) What do I understand and recall about the topics covered in the summary ?
b) Summarizing involves putting the author's ideas into a very brief form. To summarize a reading a passage, you must thoroughly understand it[31].

So, from all the elements of strategy have relation to each other, and have the function to help the readers for reading the textbook easily.

d. Teaching Reading Comprehension with THIEVES Strategy

This activity will help students with comprehension by allowing them to preview the text structure in an organized manner. This pre-reading strategy will allow the students to "steal" information before they actually begin reading the text. Procedures of THIEVES strategy in teaching reading comprehension:

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[31]Manz S. L, "T.h.i.e.v.e.s."

According to Dina Gusvianti, the procedures of THIEVES are:

a. Title: read the title of the chapter; think about what you already know that relates to the topic. After that predict what the chapter is about

b. Headings: look at the all headings and the table of contents. Turn them into the questions that the text will answer

c. Introduction: read the introduction or first paragraph and any questions or summaries at the beginning, predict the main idea

d. Everything I know about it: think of the everything I have seen, read or done that may realate to the text

e. Visual/vocabulary: look at the pictures, graphs, diagrams, or maps, and read their captions. Notice lists with letters or numbers that point out important information. Read all the notes in the margins and notice bold and italizes words. Make notes of what you plan to learn

f. End of chapter material: read end of chapter material, such as summaries or questions that you will try to answer by reading

g. Summary: knowing the type of text (description, explanation, comparison, enumeration, sequence, cause-effect, problem-solution, and story) will help you know it purpose[32]

According to Manz, the are some procedures of THIEVES in learning process, such as:

a. The teacher gives or shows the picture of text before the students read the text, after that teacher asks the students

b. The teacher asks the students to pay attention in the text

c. The teacher explains about THIEVES before the students read the text

d. The teacher and the students discuss about the answer questions based on the THIEVES strategy. Before the students read the text

e. The teacher reads the text

f. The teacher asks the studets to read the text

g. The teacher asks the students to answer the questions based on the material

h. The teacher explains the text

i. The teacher asks the students about the text

j. The teacher together with the students discuss the answer[33]

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[32]Dina Gusvianti dan Yuli Triana, "Using THIEVES Strategy to Increas Students Reading Comprehension at Junior High School," *Journal of English Language Teaching* 1, no. 1 (2012), http://ejournal.unp.ac.id/index.php/jelt/article/view file/1116/957.

[33]English Language Arts, "Compendium of Teaching Strategies," 2017, 120.

According to Zwiers there are five procedures in THIEVES such

as:

    a. The students work individually
    b. The teacher selects the text in appropriate reading level. The teacher selects one of the text which is appropriate to the reading level of eleventh grade
    c. The teacher writes component of THIEVES strategy on white/black board and explain the THIEVES acronym: Title, Headings, Introduction, Every first sentence, Visual/Vocabulary, End of text, Summary
    d. The teacher gives the students THIEVES worksheet and asks them to complete the worksheet based on the text
    e. The teacher guides the students to complete the worksheet by the component of THIEVES one by one. The students complete the worksheet without read all the body of the text[34].

Based on the above some procedures, the researcher made

construct with five procedures, they are :

    a. The students work individually

    b. The teacher selects the text in appropriate reading level. The

        teacher selects one of the text which is appropriate to the

        reading level of eleventh grade

    c. The teacher writes component of THIEVES strategy on

        white/black board and explain the THIEVES acronym: Title,

        Headings, Introduction, Every first sentence,

        Visual/Vocabulary, End of text, Summary

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[34]Adriane Gear Zwiers, *Using THIEVES Strategy to Increase Students Readng Comprehension at Junior High School,* Avaiable on Journal Of English Language Teaching, vol 1, no 1 (2012). The Influence of Using THIEVES Strategy Toward Students Reading Comprehension, Acessed on 26 December 2018.

d. The teacher gives the students THIEVES worksheet and asks them to complete the worksheet based on the text

e. The teacher guides the students to complete the worksheet by the component of THIEVES one by one. The students complete the worksheet without read all the body of the text.

e. Assessment of Reading Comprehension

Assessment is a tool to measure how far the students ability and comprehend about the material. Reading comprehension has some indicators. The indicators are students able to:

1. Identify the topic from the text
2. Identify main idea from the text
3. Identify information that needed from the text
4. Give conclusion from the text
5. Understand the vocabulary from the text[35]

So, in this reasearch, the researcher took some of the indicators of reading comprehension. There are some technique to test reading comprehension, they are: multiple choice questions (MCOs), short answer questions, cloze test. So, researcher choose multiple choice question. Multiple choice test item is usually set out in such a way that the candidate is required to select the answer from a number of given options. The answer is only one of which is correct.

So the researcher takes 2 conclusions, they are: the researcher will take some of the indicators of reading comprehension and choose

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[35]Brown, *Language Assessment Principles and Classroom Practices* p. 190.

the multiple choice question as a technique to test reading comprehension.

B. Review of Related Findings

There are some related findings related to this research. They are: The first is Riski Ananda. That concluded pre-test average score in experimental class was 52.09 and control class was 56.61. meanwhile, the post-test average score in experimental class was 75.32 and control class was 68.54. T-tes was higher than t-table (3.044>2.00). It means that THIEVES strategy is effective in teaching reading recount text[36]. So THIEVES strategy can use in teaching reading comprehension.

The second is Tria Wijaya. Concluded that in cycle I is 69.13 and the cycle II is 77. It means that THIEVES strategy can improve students' reading comprehension[37]. It is useful for reading comprehension.

The third is Nurul Fitroh Nayyirotul Khusna. Concluded that post-test is higher than pre-test (86.97>64.61). It means that THIEVES strategy is useful for the teacher to teach reading comprehension[38]. So the effect is significant.

The fourth is Elnaz Khatee. Concluded that in session 1 experimental group get the highest score 46 (t=74.9126, p<0.001) and control group get the

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[36]Ananda Rizky, "The Effectiveness of Using Thieves Strategy In Teaching Reading of (An Experimental Research with the Eighth Grade Students of I" (Walisongo State Islamic University Semarang, 2016), http://eprints.walisongo.ac.id/6068/1/113411038.pdf.

[37]Tria Wijayanti, "The Effectiveness of THIEVES Strategy for Teaching Reading Comprehension at the Eleventh Grade Students of MA Putri Ma'rif Ponorogo in the Academic Year 2017/2018" (The State Institute of Islamic Studies Ponorogo, 2018), https://www.asc.dso.iastate.edu/sites/default/files/resources/handouts/s.

[38]Nurul Fitroh and Nayyirotul Khusna, "The Use of Thieves Strategy in Teaching Reading Comprehension to the Eighth Grade Students of Smp N 02 Nalumsari Jepara in 2015/ 2016 Academic Year" (Muria Kudus University, 2016), http://eprints.umk.ac.id/5162/1/cover.pdf.

highest score 31 (t=76.0110, p<0.001)[39]. it means that THIEVES strategy had the significant effect on students' reading comprehension.

The fifth is Alfaki. It is concluded that the total of mean score of experimental group is 170/8.5 and control group is 116/5.8[40]. Based on that mean score, showed that THIEVES strategy good for applying in class.

In summary, from the above description, the researcher concludes that strategy or methods can improve and make students enjoy in reading. So, the researcher hopes that THIEVES strategy can improve and make students enjoy in reading skill and this research will complete and contribute previous findings. Moreover, the researcher wants to research about "The Effect of using THIEVES strategy on students reading comprehension ability at grade XI SMA N 1 Tambusai Utara".

C. Conceptual Framework

The concepts of THIEVES strategy is to make easier the readers in comprehending the text. The conceptual framework, they are: in the context of English communicative competence includes four major aspects categorized in to main ways was receptive competence and productive competence. Many people believe that reading is the most effective way to get information from a text clearly. By reading, people can get the information in a text and make meaning from it. But, in the fact there were still many problems appearing in the process of teaching raeding.

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[39]Elnaz Khataee, "The Effect of THIEVES Strategy on EFL Learners' Reading Comprehension" 12, no. 2 (2019): 667–82, http://doi.org/10.29333/iji.2019.12242a.

[40]Alfaki and Siddiek, "The Role of Background Knowledge in Enhancing Reading Comprehension."

The effect of THIEVES strategy to reading comprehension can be seen as picture follow:

Students problems are:

1. Teacher do not have strategy in teaching reading
2. Students lazy to read
3. Students have lack motivation in reading
4. Students did not have strategy in reading

Pre test

Experimental class

Control class

Treatment

Using THIEVES

Using lecturer strategy

Post test

H_o

H_a
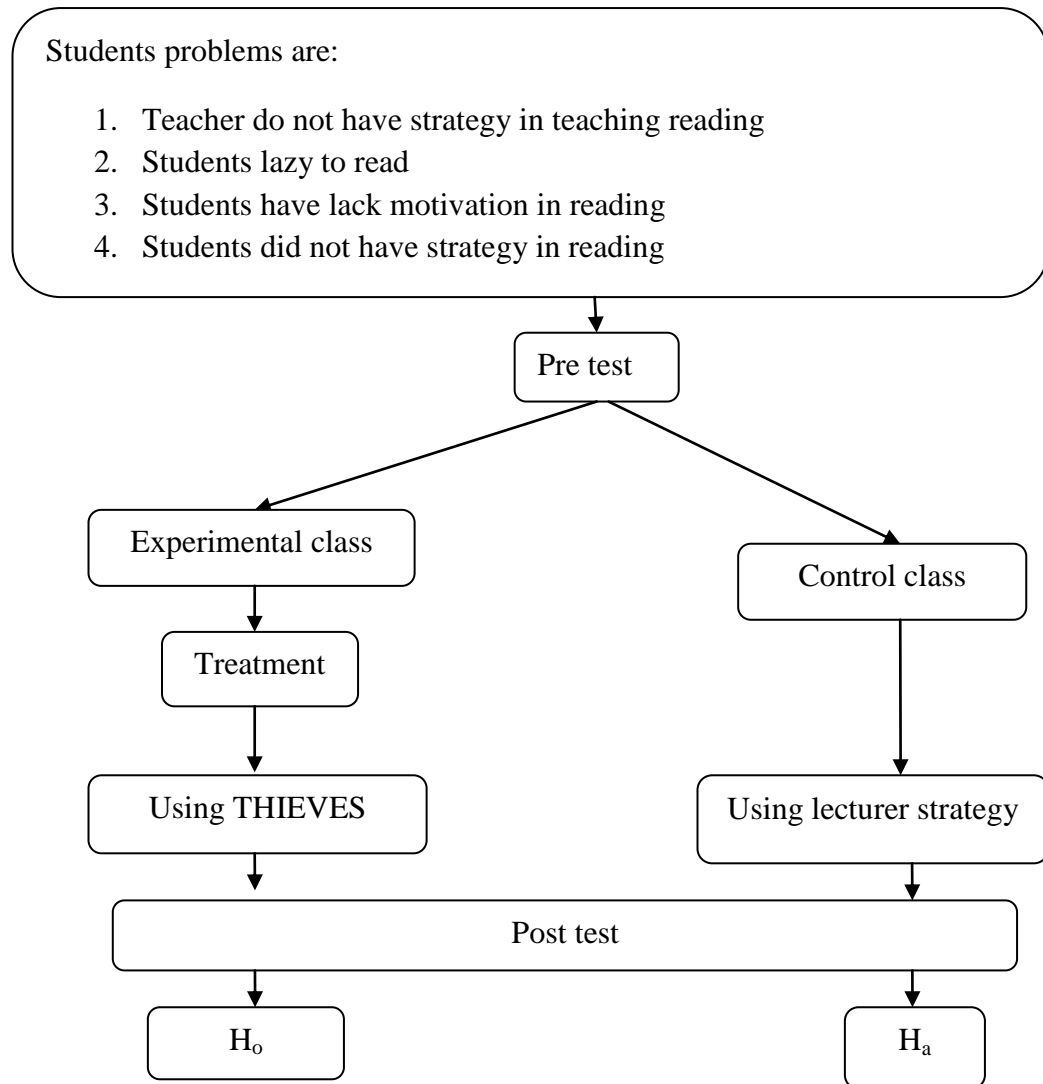
Based on above picture, THIEVES strategy is a teaching strategy used by the teacher to teach reading comprehension. THIEVES strategy is a one of the strategy that can make the students easier and will help the students' problem in reading comprehension. First, the researcher gave pre-test to know thw students' reading comprehension before treatment. Then, researcher gave treatment with THIEVES strategy for experimental class and lecturer strategy for control class. The last, researcher gave post-test to find out the effect of using THIEVES strategy to students' reading comprehension at grade XI SMA N 1 Tambusai Utara.

D. Hypothesis

The researcher formulates the hypothesis of this research stated that:

Alternative hypothesis (Ha): there is significant effect of using THIEVES strategy on students' reading comprehension at grade XI SMA N 1 Tambusai Utara.

Null hypothesis (Ho): there is no significant effect of using THIEVES strategy on students' reading comprehension at grade XI SMA N 1 Tambusai Utara.

CHAPTER III

RESEARCH METHODS

A. Research Methodology

1. Place and Time of the Research

The location of the research is SMAN 1 Tambusai Utara. It is located in Rantau Kasai Village, Tambusai Utara district, Riau Province. Time of this research had been done from August 2019 up to finish.

2. Research Design

This research is experimental research, the researcher used two classes, as an experimental class and as a control class. The experimental class is the class that taught with THIEVES strategy, as a treatment. Meanwhile the control class is the class that taught with using conventional strategy or without treatment.

Table I

Table of Design Instrument

Class		Treatment	
Treatment class	Pre-test	Teaching reading comprehension by using THIEVES strategy	Post-test
Control class	Pre-test	Teaching reading comprehension by using teacher teaching strategy	Post-test

3. Population and Sample

a. Population

The population is the whole of the students at grade XI of SMA Negeri 1 Tambusai Utara. The research will be done for the grade XI Sains students of SMA Negeri 1 Tambusai Utara. The population of research consists of 4 classes with 141 students. It can be seen from the table follow :

Table II

The population of the grade XI students of SMA N 1 Tambusai Utara

No	Class	Total students
1	IPA 1	34
2	IPA 2	36
3	IPA 3	35
4	IPA 4	36
Total Of Students		141

b. Sample

In this research, the researcher used random sampling. The researcher chooses two classes. The researcher chooses XI IPA-3 consist of 35 students and XI IPA-4 consists of 36 students. Therefore, total samples are 71 students. Before using random sampling, the writer uses normality and homogenity test, they are[1]:

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[1]Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p.85

1. Normality test

   The function of normality test is to know whether the data of research is normal or not. The research is normal or not. The researcher uses normality test with using *Chi-Quadrate* formula, as follows[2]:

$$x^2 = \sum \left(\frac{fo - fh}{fh} \right)$$

Where:

X^2 = Chi-Quadrate

F_o = Frequency is gotten from the sample or result of observation (questioner)

F_h = Frequency is gotten from the sample as image from frequency is hoped from the population

   To calculate the result of Chi-Quadrate, it is used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). if result $x^2_{count} < x^2_{table}$. So, it concluded that data is distributed normal.

   So, the hypothesis are:

H_a : The distribution of class is normal

H_0 : The distribution of class is not normal

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[2]Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2005), p.298

2. Homogeneity test

   Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogenous. Homogeneity is the similarity of varience of the group will be compared. So, the function of homogeneity test is to find out whether the data homogeny or not. It use Harley test, as follow[3]:

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

The hypothesis is accepted if $F_{count} \leq F_{table}$

The hypothesis is rejected if $F_{count} \geq F_{tab;e}$

   The hypothesis is rejected if $F \leq F\frac{1}{2}\ \alpha\ (n_1-1)\ (1= n_2-1)$, while if $F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator was (n_1-1), while dk detominators is (n_2-1).

   Based on above explanation, the population is the four classes, two classes are selected randomly in order to an experimental class and control class. In this research, the experimental class is XI IPA-3 and the control class is XI IPA-4. The researcher chooses XI IPA-3 consist of 35 students and XI

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[3]Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya*, (Padang: P2LPTK Departemen Pendidikan Nasional, 2003), p.276.

IPA-4 consist of 36 students. Therefore, total samples are 71 students.

After comparing the normality and homogeneity test of the fourth classes in pre-test, the researcher found that all the classes are homogenous. So, the researcher concluded that XI IPA-3 and XI IPA-4 are the samples of this research. The researcher chooses these classes because they have similar competence based on their result in pre-test. In this research, the research, the experimental class is XI IPA-3 and the control class is XI IPA-4. The researcher chooses XI IPA-3 consist of 35 students and XI IPA-4 consist of 36 students. Therefore, total of samples are 71 students.

Tabel III

Sample of the research

Experimental class	Control class	Total
35	36	71

4. **The Defenition of Operation Variables**

Based on before explanation, the researcher have conveyed some theory of each variables. Therefore, researcher can conclude the both of variables as follow:

a. Reading comprehension: reading is to find out the messanger or information that the writer put into the printed text as efficient as possible. Comprehension is to understand or comprehend the text.

Reading comprehension is an activity to find out the information from the text that we have read and understand it.

b. THIEVES strategy: THIEVES is one strategy to activate the background knowledge. In this strategy students learn to preview a chapter or a section of a chapter in order to organize the chapter's information as they read it and study by using acronyms (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of chapter, Summary).

5. Instrument of Collecting Data

Good instruments cerify the validity of the data. The researcher uses instrument of validity and reability for the taking the valid data. The researcher uses test as intrumentation. Test is some of questions or view or other tool used for measure skill, knowledge, intelligence, performance and ability.

The researcher will do it by giving essay test. In this research, before validity the test consist of 60 questions, where 30 for pre-test and 30 for post test. The test gives to both group, experiment and control class.

Tabel IV

There are the indicators of reading comprehension (Pre-test) before

validating the test

No	Indicator	Sub Indicator	Number of items	Items
1	The students are able to completed the English test	Identify the information from the text	1, 2, 3, 4, 5, 6, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 29	21
2		Identify the topic from text	7	1
3		Identify main idea from the text	23	1
5		Give conclusion from the text	28	1
6		Understand vocabulary[4]	8, 9, 10, 15, 22, 30	6
Total				30

Table V

There are the indicators of reading comprehension (Pre-test) after

validating the test

No	Indicator	Sub Indicator	Number of items	Items
1	The students are able to completed the English test	Identify the information from the text	1, 2, 3, 4, 5, 6, 11, 16, 17, 18, 21, 24, 25, 27	14
2		Identify the topic from text	7	1
3		Identify main idea from the text	23	1
5		Give conclusion from the text	28	1
6		Understand vocabulary	8, 9, 10, 30	4
Total				21

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[4]Brown, *Language Assessment Principles and Classroom Practices* p.26.

Tabel VI

There are the indicators of reading comprehension (Post-test) before

validating the test

No	Indicator	Sub Indicator	Number of item	Items
1	The students are able to completes the English test	Identify the information from the text	32, 34, 35, 37, 40, 41, 43, 44, 45, 46, 47, 48, 49, 51, 54, 57, 58	17
2		Identify the topic from the text	36, 53	2
3		Identify the main idea from text	31	1
5		Give conclusion from text	60	1
6		Understand vocabulary[5]	33, 38, 39, 42, 50, 52, 55, 56, 58	9
Total				30

Table VII

There are the indicators of reading comprehension (Post-test) after

validating the test

No	Indicator	Sub Indicator	Number of item	Items
1	The students are able to completes the English test	Identify the information from the text	32, 34, 35, 41, 43, 44, 45, 46, 47, 48, 51, 57, 58	13
2		Identify the topic from the text	36	1
3		Identify the main idea from text	31	1
5		Give conclusion from text	60	1
6		Understand vocabulary	33, 42, 50, 56, 58	5
Total				21

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[5]Brown p.26.

6. **Validity and Reliability Instrument**

   a. Validity

   To get the validity of an achievement test can be used two ways[6]:

   1. Totality of the validity

   2. Item validity

   In this research, the researcher uses item validity to get the validity of instrumentation. Item validity is a part of the test as a totality to measure the test by items. Where the test consists of 60 questions of multiple choice questions that will be divided into two groups. They are 30 for pre-test and 30 for post-test.

   To know the validity of each question will be refer to list r product moment with r_t in 5% significant: 0,388 and 1% significant: 0,496.

   So, if $r_{count} > t_{table}$ the test is classified valid. To get the validity of the test, researcher uses the formula of product moment:

   $$R_{pbi=} \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

   Where:

   r_{pbi} : coefisien item validity

   M_p : mean score of the total score

   ---

   [6]Anas Sudjiono, p.163.

SD_t : Standard Derivation of the total score

p : presentation of the right answer of the item tested validity

q : presentation of the wrong answer of the item tested validity

b. Reliability of the test

An instrument of the research must be reliable. A reliable test is consistent and dependable. To get the reliability of the test, Suharsimi Arikunto said that to obtain the reliability of the test, the researcher uses formula K-R 20[7]

The formula:

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{St2 - \sum pq}{St2}\right)$$

Where:

R_{11} : Reliability of the instrument

N   : Total of question

St^2 : Varians total

P   : Proporsi Subject who is right answer (1)

Q   : Proporsi Subject who is wrong answer (0)

Reliability is a good character of the test that refers to consistency of the measurement. The test is reliable $r_{count} > r_{table}$ by using formulation KR-20 with r_{table} 0.70

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[7]Brown, *Language Assessment Principles and Classroom Practices* p.21.

Criteria of test reliability is as follows[8]:

$R_{11} = 0.70$ high correlation (reliable)

$R_{11} > 0.70$ high correlation (reliable)

$R_{11} < 0.70$ low correlation (un reliable)

7. Technique of Data Collecting

In collecting data, the research conducts twice of test for these classes. The are pre-test and post-test like in the table below:

Table VIII

Table of the design of collecting data

Class	Pre-test	Treatment	Post-test
Experimental Class	√	√ THIEVES	√
Control Class	√	×	√

The process of data collection as follow:

1. Pre Test

The pre test is conducted to find out the homogeneity of the sample. The function of the pre-test is to find out the mean scores of the experimental class and control class before the researcher gave treatment. In this case, the researcher hoped that the whole students' reading comprehension, or if there is a differene between those classes, the difference is hopefully not significant.

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[8]Anas Sudjiono, p.209.

2. Treatment

   The experimental group and the control group give same material, which consist of communication aspects that take by the teacher is the different ways. The experimental class is give treatment, it take by using THIEVES strategy and control class only do reading without treatment like ususally they in the classroom.

3. Post Test

   After giving the treatment, the researcher conducts a post-test. This post-test is final test in the research, especially measuring the treatment, whether is significant or nor. After conducting the post-test, the writer analyzed the data.

8. **Technique of Data Analysis**

   In this research, the researcher uses the technique of data analysis as follow:

1. Requirement Test

   a) Mean score

   To know the mean score of data, the researcher used formula as follow:

   $$M_x = \frac{\Sigma f x}{N}$$

   Where:

   M_x = mean

   Σfx = total scores

   N   = number of classes

b) Normality test by using *Chi-Quadrat* formula, as follow:

$$X^2 = \sum \left(\frac{f0 - fh}{fh}\right)$$

Where:

X^2 : *Chi-Quadrate*

f_o : frequency is gotten from the sample or observation (questioner)

f_h : frequency is gotten from the sample as image from frequency is hoped from population

c) Homogeneity test

To test the data whether homogeny or not, the researcher uses Harley test, as follow[9]:

$$F = \frac{The\ biggest\ variant}{The\ smallet\ variant}$$

Hypothesis is accepted if $F_{count} \leq F_{table}$

Hypothesis is rejected if $F_{count} \geq F_{table}$

2. Hypothesis test

Hypothesis was the provisional result of the result. Based on the hypothesis, the analysis of the data will be done to find out the ability of two groups that have been divided into experiment class and control class. From the hypothesis is to answer the result of the research. So, the data will be analyzed by using the *t-test* formula[10]:

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[9]Agus Irianto, p.276.
[10]Suharsimi Arikunto, p.311.

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where:

$\overline{x_1}$ = Mean of experimental class sample

$\overline{x_2}$ = Mean of control classsample

n_1 = Total of experimental class sample

n_2 = Total of control class sample

and the formula of standard deviation was:

$$s = \sqrt{\frac{(n_1 - 1)s_1{}^2 + (n_2 - 1)s_2{}^2}{n_1 + n_2 - 2}}$$

Where:

s   = Variant

$s_1{}^2$ = Variant of experimental class

$s_2{}^2$ = Variant of control class

CHAPTER IV

DATA ANALYSIS

This chapter presents research result. In this case, it discussed the effect of using THIEVES Strategy on students' reading comprehension. The researcher has calculated the data using pre test and post test. Applying quantitative research, the research used the formulation of T-test to test the hypothesis. Next, the researcher will described the result based on the data that has been researched as follow:

A. The Description of Data

1. The Description of Data before Using THIEVES Strategy

a. Score of Pre Test Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The score of pre-test experimental class can be seen in the following table:

Table IX
The Score of Experimental Class in Pre-test

Total	2175
Highest score	75
Lowest score	45
Mean	70
Median	72.3
Modus	67.5
Range	30
Interval	5
Standard deviation	9.15
Variants	99.4

Based on the above table the total score of experimental class in pre-test was 2175, mean was 70, standard deviation was 9.15, variants was 99.24, median was 72.3, range was 30, modus was 67.5, interval was 5. The researcher got the highest score was 75 and the lowest score was 40. It can be seen on appendix 18.

Then, the computed of the frequency distribution of the students' score of experiment class could be applied into the table frequency distribution as follow:

Table X
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	45-49	47	3	8.57%
2	50-54	52	4	11.42%
3	55-59	57	4	11.42%
4	60-64	62	5	14.28%
5	65-69	67	8	22.85%
6	70-74	72	6	17.14%
7	75-79	77	5	14.28%
$I = 5$			35	100%

From the above table, the students' score in class interval between 45-49 was 3 students (8.57%), class interval between 50-54 was 4 students (11.42%), class interval between 54-59 was 4 students (11.42%), class interval between 60-64 was 5 students (14.28%), class interval between 65-69 was 8 students (22.85%), class interval between 70-74 was 6 students (17.14%) and the last class interval between 75-79 was 5 students (14.28%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
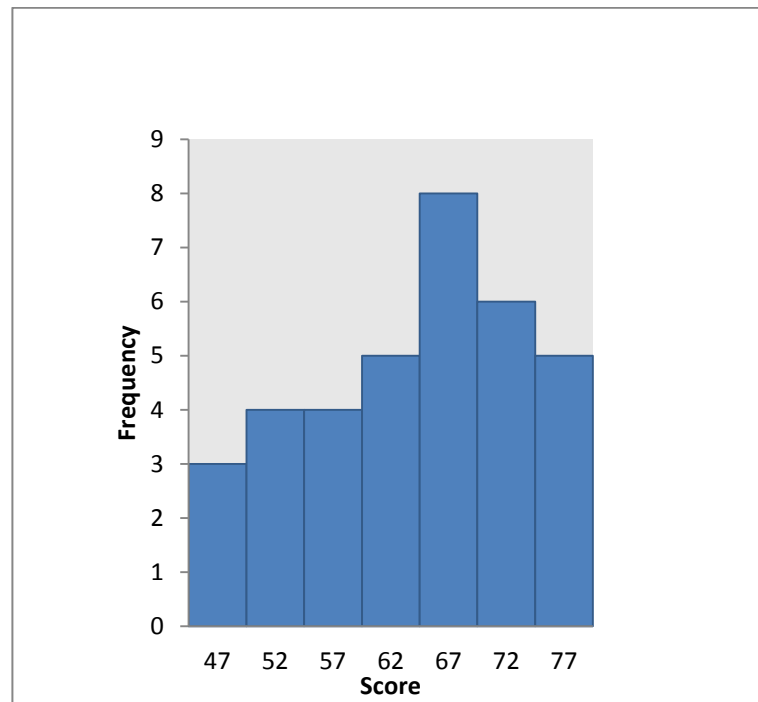
Figure 1: Description Data Pre-Test of Experimental Class

From the above histogram, the students' score 47 was 3 students, the students' score 52 was 4 students, the students' score 57 was 4 students, the students' score 62 was 5 students, the students' score 67 was 8 students, the students' score 72 was 6 students, and the last students' score 77 was 5 students.

b. Score of Pre Test Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The score of pre-test control class can be seen in the following table:

Table XI
The Score of Control Class in Pre-test

Total	1675
Highest score	75
Lowest score	45
Mean	70.3
Median	72.4
Modus	67.5
Range	30
Interval	5
Standard deviation	8.8
Variants	88.96

Based on the above table the total score of control class in pre-test was 1675, mean was 70.3, standard deviation was 8.8, variants was 88.96, median was 72.4, range was 30, modus was 67.5, interval was 5. The researcher got the highest score was 75 and the lowest score was 45. It can be seen on appendix 18.

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table XII
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	45-49	47	2	7.40%
2	50-54	52	3	11.11%
3	55-59	57	4	14.81%
4	60-64	62	4	14.81%
5	65-69	67	6	22.22%
6	70-74	72	5	18.51%
7	75-79	77	3	11.11%
	$I = 5$		27	100%

From the above table, the students' score in class interval between 45-49 was 2 students (7.40%), class interval between 50-54 was 3 students (11.11%), class interval between 54-59 was 4 students (14.81%), class interval between 60-64 was 4 students (14.81%), class interval between 65-69 was 6 students (22.22%), class interval between 70-74 was 5 students (18.51%) and the last class interval between 75-79 was 3 students (11.11%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
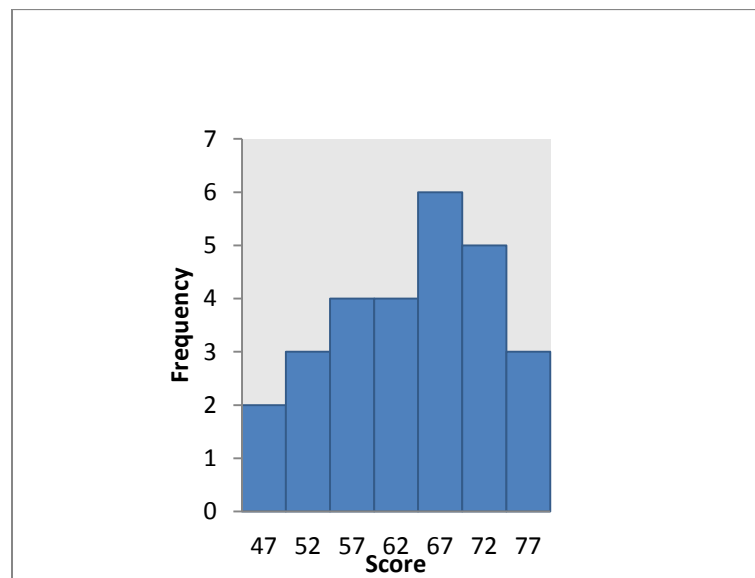
Figure 2: Description Data Pre-Test of Control Class

From the above histogram, the students' score 47 was 2 students, the students' score 52 was 3 students, the students' score 57 was 4 students, the students' score 62 was 4 students, the students' score 67 was 6 students, the students' score 72 was 5 students, and the last students' score 77 was 3 students.

c. The Comparison between Description Data Pre-Test of Experimental Class and Control Class

Based on above histogram, researcher compared between description data pre-test of experimental class and description data of control class on the following figure:
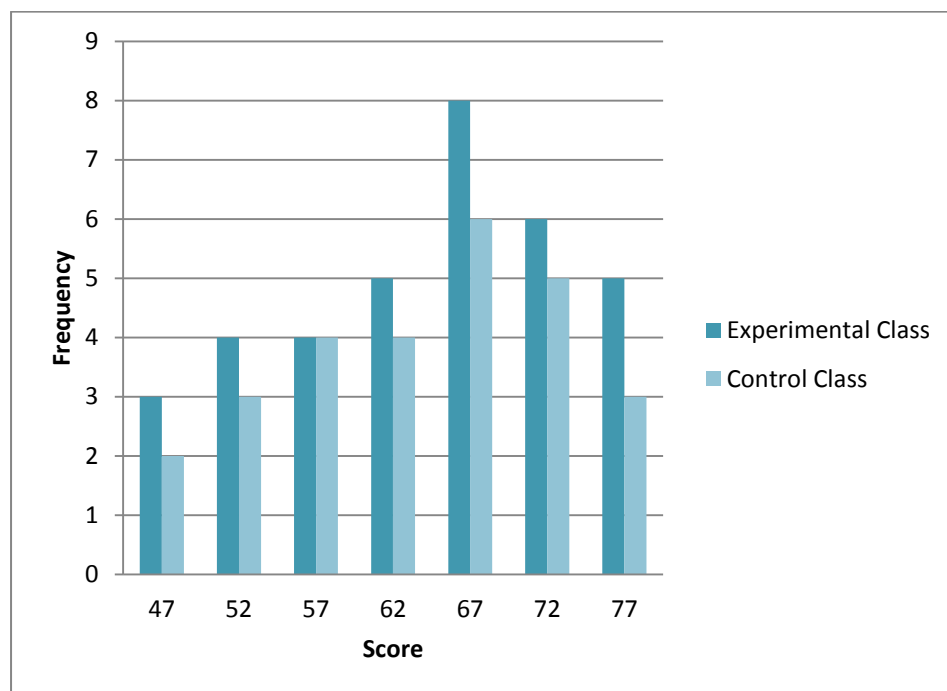
Figure 3 : Description Data Pre-Test of Experimental Class and Control Class

From the histogram above, the students' scores of experimental class was higher than the students' scores of control class.

2. **The Description of Data After Using THIEVES Strategy**

a. **Score of Post Test Experimental Class**

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using THIEVES Strategy. The score of post-test experimental class can be seen in the following table:

Table XIII
The Score of Experimental Class in Post-test

Total	2825
Highest score	95
Lowest score	65
Mean	81.15
Median	85.75
Modus	82.25
Range	30
Interval	5
Standard deviation	80.45
Variants	64.91

Based on the above table the total score of experiment class in post-test was 2825, mean was 81.15 standard deviation was 80.45, variants was 64.91, median was 85.75, range was 30, modus was 82.25, interval was 5. The researcher got the highest score was 95 and the lowest score was 65. It can be seen on appendix 20.

Then, the computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table XIV
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	65 – 69	67	2	5.71%
2	70 – 74	72	4	11.42%
3	75 – 79	77	5	14.28%
4	80 – 84	82	10	28.57%
5	85 – 89	87	6	17.14%
6	90 – 94	92	5	14.28%
7	95 – 99	97	3	8.57%
$i = 5$			35	100%

From the above table, the students' score in class interval between 65-69 was 2 students (5.71%), class interval between 70-74 was 4 students (11.42%), class interval between 75-79 was 5 students (14.28%), class interval between 80-84 was 10 students (28.57%), class interval between 85-89 was 6 students (17.14 %), class interval between 90-94 was 5 students (14.28%), and the last class interval between 95-99 was 3 students (8.57%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
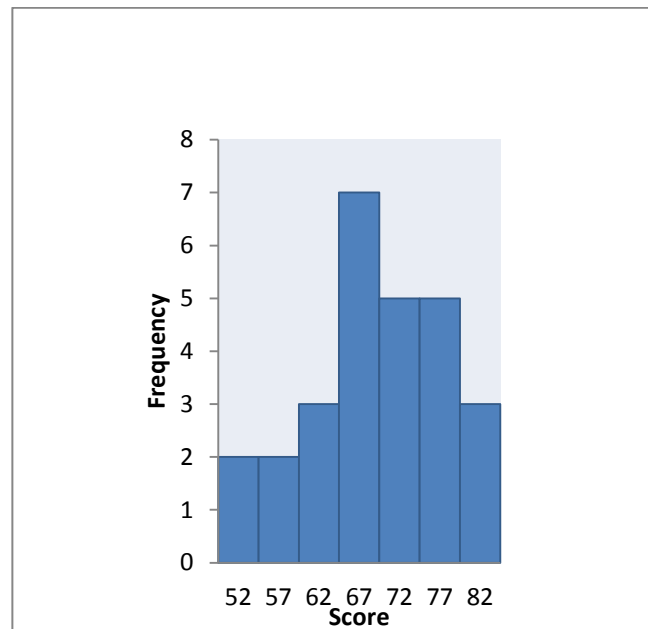
Figure 4: Description Data Post-Test of Experimental Class

From the above histogram, the students' score 67 was 2 students, the students' score 72 was 4 students, the students' score 77 was 5 students, the students' score 82 was 10 students, the students' score 87 was 6 students, the students' score 92 was 5 students, and the last the students' score 97 was 3 students.

b. **Score of Post-Test Control Class**

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The score of post-test control class can be seen in the following table:

Table XV
The Score of Control Class in Post-test

Total	1810
Highest score	80
Lowest score	50
Mean	65.75
Median	72
Modus	67.8
Range	30
Interval	5
Standard deviation	6.6
Variants	73.57

Based on the above table the total score of control class in post-test was 1810, mean was 65.75, standard deviation was 6.6, variants was 73.57, median was 72, range was 30, modus was 67.8, interval was 5. The researcher got the highest score was 80 and the lowest score was 50 It can be seen on appendix 21.

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table XVI
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	50 – 54	52	2	7.40%
2	55 – 59	57	2	7.40%
3	60 – 64	62	3	11.11%
4	65 – 69	67	7	25.92%
5	70 – 74	72	5	18.51%
6	75 – 79	77	5	18.51%
7	80 – 84	82	3	11.11%
	$i = 5$		27	100%

From the table above, the students' score in class interval between 50-54 was 2 students (7.40%), class interval between 55-59 was 2 students (7.40%), class interval between 60-64 was 3 students (11.11%), class interval between 65-69 was 7 students (25.92%), class interval between 70-74 was 5 students (18.51%), class interval between 75-79 was 5 students (18.51%), and the last class interval between 80-84 was 3 students (11.11%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
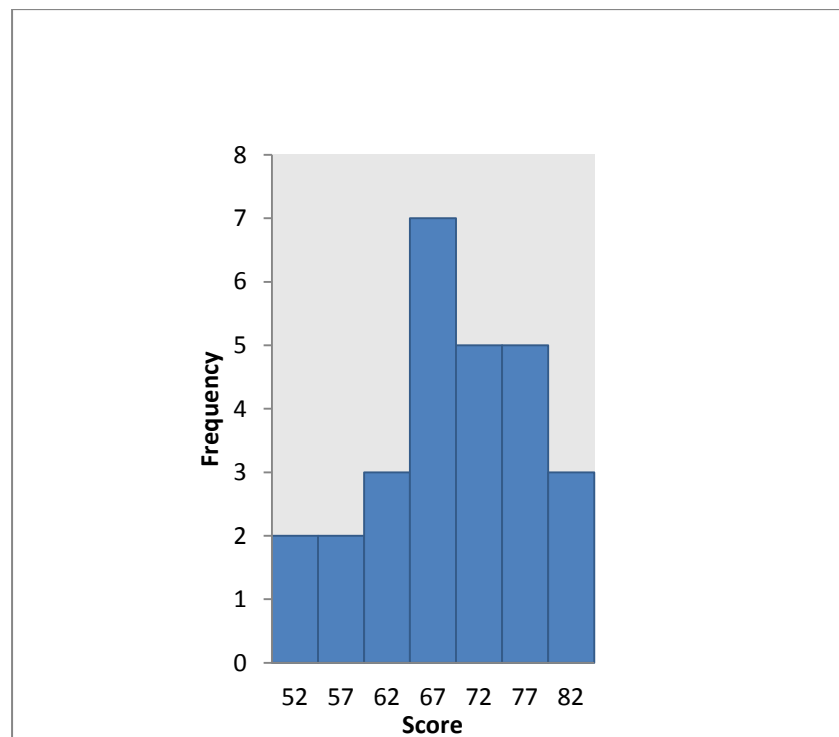
Figure 5: Description Data Post-Test of Control Class

From the above histogram, the students' score 52 was 2 students, the students' score 57 was 2 students, the students' score 62 was 3 students, the students' score 67 was 7 students, the students'

score 72 was 5 students, the students' score77 was 5 students, and the last the students' score 82 was 3 students.

c. **The Comparison between Description Data Post-Test of Experimental Class and Control Class**

Based on above diagram, researcher compared between description data post-test of experimental class and description data of control class on the following figure:
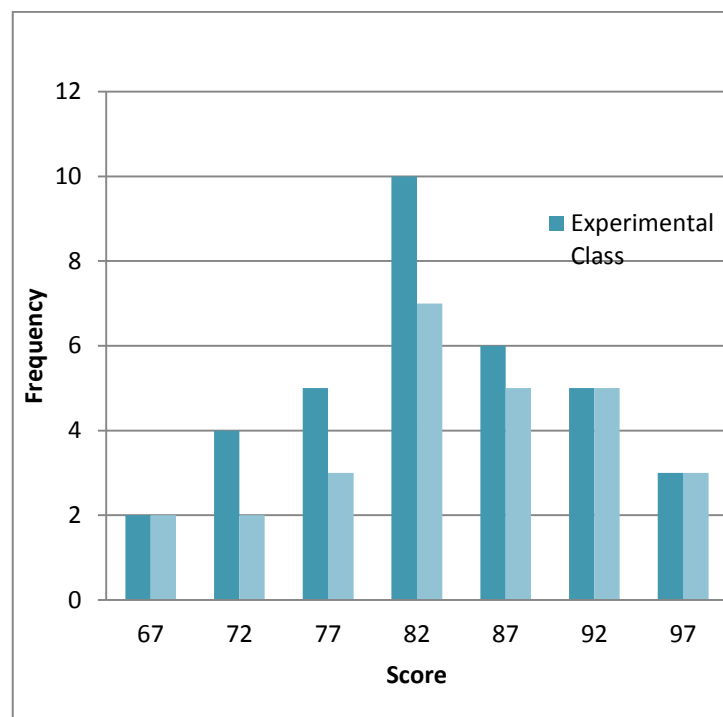
Figure 6 : Description Data Post-Test of Experimental Class and Control Class

From the above histogram, the students' scores of experimental class was higher than the students' scores of control class.

B. **Technique of Data Analysis**

1. **Requirement Test**

   a. **Normality and Homogeneity Pre-Test**

   1) **Normality of Experimental Class and Control Class in Pre-test**

Table XVII
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experiment Class	3.56	5.5991	1.11< 2.042	
Control Class	1.91	5.5991		

Based on the above table researcher calculation, the score of experimental class Lo = 3.56< Lt = 5.5991 with n = 35 and control class Lo = 1.91 < Lt = 5.5991 with n = 27, and real level α 0.05. Cause Lo< Lt in the both class. So, H_a was accepted. It means that experimental class and control class were distributed normal. It can be seen in appendix 18 and 19.

2) **Homogeneity of Experimental Class 1 and 2 in Pre-Test**

The coefficient of F_{count} = 1.11 was compared with F_{table}. Where F_{table} was determined at real α 0.05, and the different numerator dk = n-1 = 35-1 = 34 and denominator dk n-1 = 27–1 = 26. So, by using the list of critical value at F distribution is got $F_{0.05}$ = 2.042 and 2.052. It showed that F_{count} 1.11< F_{table} 2.042 and 2.052. So, the researcher concluded that the variant from the data of the Students' Reading comprehension at SMA N 1 Tambusai

Utara by experimental class and control class was homogenous. The calculation can be seen on the appendix 19.

b. **Normality and Homogeneity Post-Test**

1) **Normality of Experimental Class and Control Class in Post-Test**

Table XVIII
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experimental Class	2.07	5.5991	1.13< 2,042	
Control Class	2.39	5.5991		

Based on the table above researcher calculation, the score of experiment class Lo = 2.07< Lt = 5.5991 with n = 35 and Control Class Lo = 2.39< Lt = 5.5991 with n = 27, and real level α 0.05. Cause Lo< Lt in the both class. So, H_a was accepted. It means that experimental class and Control Class were distributed normal. It can be seen in appendix 20 and 22.

2) **Homogeneity of Experimental Class 1 and 2 in Post-test**

The coefficient of $F_{count} = 1.13$ was compared with F_{table}. Where F_{table} was determined at real α 0.05, and the different numerator dk = n-1 = 35-1 = 34 and denominator dk n-1 = 27-1 = 26. So, by using the list of critical value at F distribution is got $F_{0.05}= 2.042$ and 2.052. It showed that F_{count} 1.13< F_{table} 2.042 and 2.052. So, the researcher concluded that the variant from the data

of the Students' Reading comprehension at SMA N 1 Tambusai

Utara by experimental class and Control Class was homogenous.

The calculation can be seen on the appendix 22.

2. **Hypothesis Test**

After calculating the data of post-test, researcher found that post-

test result of experimental class and Control Class is normal and

homogenous. Based on the result, researcher used parametric test by using

T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the

research was "There was the significant effect of using THIEVES

Strategy on Students' Reading Comprehension at Grade XI Students of

SMA N 1 Tambusai Utara". The calculation can be seen on the appendix

24.

Table XIX
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.476	2.000	29.05	2.000

$H_a : \mu_1 \neq \mu_2$

Where:
$H_a : \mu_1 \neq \mu_2$ " There was the significant effect of using THIEVES

Strategy on Students' Reading Comprehension at Grade XI

Students of SMA N 1 Tambusai Utara".

Based on researcher calculation, researcher found that t_{count} 29.05

while t_{table} 2.000 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk = n_1 + n_2

− 2 = 35 + 27 − 2 = 60. Cause t_{count} > t_{table} (29.05 > 2.000), it means that

hypothesis H_a was accepted and H_0 was rejected. So, there was the significant effect of using THIEVES Strategy on Students' Reading comprehension. In this case, the mean score of experimental class by using THIEVES Strategy was 81.15 and mean score of Control Class was 65.75 by using Question Answer Relationship Strategy. The calculation can be seen on the appendix 23 and 24.

C. Discussion

Based on the related findings, the researcher discussed the result of this research and compared with the related findings. The researcher had 5 related findings with this research. The fifth of related findings showed that THIEVES strategy has an effect or can uses for reading comprehension. It showed from first is Riski Ananda. That concluded pre-test average score in experimental class was 52.09 and control class was 56.61. Meanwhile, the post-test average score in experimental class was 75.32 and control class was 68.54. T-tes was higher than t-table (3.044>2.00)[1]. But, the reseacher in this research found that mean score of experimental class was 81.15 and mean score of control class was 65.75 and the t_{count} was higher than t_{table} (29.05>2.000). Also with the second, third, fourth and fifth related findings showed the same result. The second is Tria Wijaya. Concluded that in cycle I is 69.13 and the cycle II is 77[2]. The third is Nurul Fitroh Nayyirotul Khusna.

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[1]Ananda Rizky, "The Effectiveness of Using Thieves Strategy In Teaching Reading of (An Experimental Research with the Eighth Grade Students of I" (Walisongo State Islamic University Semarang, 2016), http://eprints.walisongo.ac.id/6068/1/113411038.pdf.

[2]Tria Wijayanti, "The Effectiveness of THIEVES Strategy for Teaching Reading Comprehension at the Eleventh Grade Students of MA Putri Ma'rif Ponorogo in the Academic

Concluded that post-test is higher than pre-test (86.97>64.61)[3]. The fourt is Elnaz Khatee. Concluded that in session 1 experimental group get the highest score 46 (t=74.9126, p<0.001) and control group get the highest score 31 (t=76.0110, p<0.001)[4]. The fifth is Alfaki. Concluded that the total of mean score of experimental group is 170/8.5 and control group is 116/5.8[5].

So, based on the theory that stated THIEVES strategy is a pre-reading that sets the purpue for reading using easily remembered acronym. The teacher can applied this strategy when the teacher wanted to teach reading in the class and also can use for readers or students before their diving into reading the text/book. Practice before reading can help students to activate their background knowledge about text to easier them understand the text.

Based on the above explanation, the researcher concluded that hypothesis alternative was accepted and there was significant effect of using THIEVES Strategy on students' reading comprehension. This conclusion can be supported by the teorities before and the fifth of related findings also showed that there is effect by using THIEVES strategy on the students' reading comprehension and THIEVES strategy good for using in reading as a strategy.

Year 2017/2018" (The State Institute of Islamic Studies Ponorogo, 2018), https://www.asc.dso.iastate.edu/sites/default/files/resources/handouts/s.

[3]Nurul Fitroh and Nayyirotul Khusna, "The Use of Thieves Strategy in Teaching Reading Comprehension to the Eighth Grade Students of Smp N 02 Nalumsari Jepara in 2015/ 2016 Academic Year" (Muria Kudus University, 2016), http://eprints.umk.ac.id/5162/1/cover.pdf.

[4]Elnaz Khataee, "The Effect of THIEVES Strategy on EFL Learners' Reading Comprehension" 12, no. 2 (2019): 667–82, http://doi.org/10.29333/iji.2019.12242a.

[5]Alfaki and Siddiek, "The Role of Background Knowledge in Enhancing Reading Comprehension."

D. Threats of the Research

The researcher found the threats of the research as follows:

1. The students were not serious in answering the pre-test and post-test. Some of them still were cheating. It made the answer of the test was not pure because they did not do it by themselves.

2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Clearly, it made them can't get the teacher's explanation well and gave the impact to the post-test answer.

3. The students were too enthusiastic in discussing the text. It made them be not followed the rule of treatment when the teacher gives other text, the students feel confused to understand the whole text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Students' reading comprehension at grade XI SMA N 1 Tambusai Utara before using Title, Heading, Introduction, Every first Sentence, Visual/vocabulary, End of text, Summary (THIEVES) strategy were enough. It can be seen from the students' mean score of pre-test was 70 in experimental class and 65.75 in control class.

2. The students' ability of the grade XI students at SMA N 1 Tambusai Utara in comprehending text by using Title, Heading, Introduction, Every first Sentence, Visual/vocabulary, End of text, Summary (THIEVES) strategy had higher score. It can be seen from the students' score of post-test, the higher score of post-test using THIEVES strategy (experiment class) is 95 and the lowest score is 65 and the mean score rised became 81.15.

3. The researcher concluded that there was the effect of using THIEVES Strategy on students' reading comprehension ability at grade XI SMA N 1 Tambusai Utara. The hypothesis alternative (H_a) was accepted. Mean score of experimental class in post test was 81.15 , it was bigger/higher than control class (81.15>65.75) and proven with t_{count} was higher than t_{table} (29.05>2.000). So, the researcher concluded that THIEVES Strategy was an effect or effective on students' reading comprehension ability.

B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. The head master of SMA N 1 Tambusai Utara to motivated the teacher, especially English teacher to teach as well as possible by using apporiate strategy for every skill like teaching reading comprehension by using THIEVES Strategy.

2. The English teacher, the researcher suggests as an English teacher were hoped to use appropriate strategy to teach or explain English subject to the students so that the students can enjoy and increase their skill in learning English.

3. To students' of SMA N 1 Tambusai Utara, the researcher suggests when the teacher explain in front of you, you should concentrate and do not cheat with your friends. Also you can use any strategy for learning that can make you more enjoyable.

4. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these strategies deeply.

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CURRICULUM VITAE

A. Identity

Name	: Gian Ayu Drani
NIM	: 15 203 00086
Place and Birthday	: Palembang, December 26th, 1996
Gender	: Female
Religion	: Islam
Address	: Desa Mahato, PT.GBT Batang Kumu, Tambusai Utara, Riau

B. Parent

1. Father's name : Chandra Kasih Siregar

2. Mother's name : Melani Ritonga

C. Educational Background

1. Elementary School : SD S Kita Yadika (2008)

2. Junior High School : SMP N 1 Sipirok (2011)

3. Senior High School : SMA N 1 Tambusai Utara (2014)

4. College : IAIN Padangsidimpuan (2019)

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA N 1 TAMBUSAI UTARA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Genap

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

- **KI 1 dan KI 2 : Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- **KI 3 :** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan

prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar :   - Mampu memahami text yang sedang dipelajari dengan benar

   - Mampu menjawab pertanyaan terkait dengan text

2. Indikator :   - Mampu mengidentifikasi informasi yang tersimpan dalam text, mengidentifikasi tema atau *topic*, mengidentifikasi *main idea*, memahami *vocabulary* dan dapat memberikan kesimpulan text

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Siswa mampu memahami text dengan baik dengan bantuan metode yang diberikan oleh guru

E. Metode Pembelajaran

1) Metode Pembelajaran : THIEVES Strategy

F. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)

- Buku paket

2. Alat/Bahan

- Spidol, papan tulis

G. Sumber Belajar : Buku yang berkaitan

H. Langkah-Langkah Pembelajaran

1	**Pertemuan Ke-1 (2 x 45 Menit)**
Kegiatan Pendahuluan (10 Menit)	
Guru :	
Orientasi	
●	Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
●	Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
●	Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
●	Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas
Motivasi	
●	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
Pemberian Acuan	
●	Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
●	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator,

	pada pertemuan yang berlangsung
●	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)	
	Kegiatan Pembelajaran
Stimulation (stimullasi/ pemberian rangsangan)	- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi yang akan diajarkan dengan cara memberikan siswa text dan membaca text tersebut bersama-sama. - Guru menjelaskan apa isi yang terkandung dalam text - Guru menulis komponen dari THIEVES Strategy pada papan tulis - Siswa bekerja sendiri atau tidak berkelompok - Guru memberikan siswa lembar kerja dan meminta siswa untuk menjawab lembar kerja tersebut - Guru membantu dan memandu siswa menjawab lembar kerja dengan menggunakan THIEVES Strategy satu per satu
Catatan : Selama pembelajaran, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan	

Kegiatan Penutup (10 Menit)	
Peserta didik :	
●	Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
●	Mengumpulkan lembar kerja yang telah dikerjakan
Guru :	
●	Meminta siswa untuk mengulang dan mempraktekan THIEVES Strategy di rumah agar lebih memudahkan siswa dalam pembelajaran berikutnya
●	Menutup kelas atau mengakhiri pembelajaran dengan salam
2	**Pertemuan Ke-2 (2 x 45 Menit)**
Kegiatan Pendahuluan (10 Menit)	
Guru :	
Orientasi	
●	Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
●	Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
●	Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
Aperpepsi	
●	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya

●	Mengingatkan kembali materi prasyarat dengan bertanya.
Motivasi	
●	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
Pemberian Acuan	
●	Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
●	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
●	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)	
	Kegiatan Pembelajaran
Stimulation (stimullasi/ pemberian rangsangan)	- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi yang akan diajarkan dengan cara memberikan siswa text dan membaca text tersebut bersama-sama. - Guru menjelaskan apa isi yang terkandung dalam text - Guru menulis komponen dari THIEVES Strategy pada papan tulis - Siswa bekerja sendiri atau tidak berkelompok - Guru memberikan siswa lembar kerja dan meminta

	siswa untuk menjawab lembar kerja tersebut
	- Guru membantu dan memandu siswa menjawab lembar kerja dengan menggunakan THIEVES Strategy satu per satu

Catatan : Selama pembelajaran, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (10 Menit)

Peserta didik :

● Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

Guru :

● Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi penghargaan

● Menyimpulkan pembelajaran dari pertemuan pertama dan kedua

● Menutup atau mengakhiri pembelajaran dengan salam

H. Penilaian : The Amount of Correct Answer in Completion

Sub Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument Soal
1. Identify the information 2. Identity the topic 3. Identify main idea 4. Give conclusion 5. Understand vocabulary	Tes Tulisan	Multiple Choice	Multiple Choice Question (choose the best answer by crossing (x) a, b, c, or d)

Padangsidimpuan,

Mengetahui:
Guru Bahasa Inggris Kelas XI IPA-3   Peneliti

Suhardi, S.Pd   **Gian Ayu Drani**
                                                NIM. 15 203 00086

Kepala Sekolah SMA N 1 Tambusai Utara

Drs. Eri Mulyadi
NIP. 1967 0504 19970 2 1002

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMA N 1 TAMBUSAI UTARA

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/Genap

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Inti

- **KI 1 dan KI 2 : Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- **KI 3 :** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan

prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar : - Mampu memahami text yang sedang dipelajari dengan benar

- Mampu menjawab pertanyaan terkait dengan text

2. Indikator : - Mampu mengidentifikasi informasi yang tersimpan dalam text, mengidentifikasi tema atau *topic*, mengidentifikasi *main idea*, memahami *vocabulary* dan dapat memberikan kesimpulan text

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Siswa mampu memahami text dengan baik dengan bantuan metode yang diberikan oleh guru

E. Metode Pembelajaran

1) Metode Pembelajaran : Conventional Strategy

F. Media Pembelajaran

3. Media

- Worksheet atau lembar kerja (siswa)

- Buku paket

   4. **Alat/Bahan**

   - Spidol, papan tulis

G. Sumber Belajar : Buku yang berkaitan

H. Langkah-Langkah Pembelajaran

1	**Pertemuan Ke-1 (2 x 45 Menit)**
Kegiatan Pendahuluan (10 Menit)	
Guru :	
Orientasi	
●	Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
●	Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
●	Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
●	Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas
Motivasi	
●	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
Pemberian Acuan	
●	Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
●	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator,

	pada pertemuan yang berlangsung
●	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

	Kegiatan Pembelajaran
Stimulation (stimullasi/ pemberian rangsangan)	- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi yang akan diajarkan dengan cara memberikan siswa text dan membaca text tersebut bersama-sama. - Guru meminta siswa membaca text yang telah diberikan secara bergiliran - Guru menjelaskan apa isi teks - Guru mengajukan pertanyaan dan memberikan kesempatan kepada siswa untuk bertanya kembali mengenai penjelasan pembelajaran - Siswa bekerja sendiri atau tidak berkelompok - Guru memberikan siswa lembar kerja dan meminta siswa untuk menjawab lembar kerja tersebut - Guru membantu dan memandu siswa menjawab lembar kerja

Catatan : Selama pembelajaran, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya

diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (10 Menit)
Peserta didik :
● Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
● Mengumpulkan lembar kerja yang telah dikerjakan
Guru :
● Meminta siswa untuk mengulang kembali pembelajaran atau materi di rumah agar lebih memudahkan siswa dalam pembelajaran berikutnya
● Menutup kelas atau mengakhiri pembelajaran dengan salam

2	**Pertemuan Ke-2 (2 x 45 Menit)**

Kegiatan Pendahuluan (10 Menit)
Guru :
Orientasi
● Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
● Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
● Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
Aperpepsi

●	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
●	Mengingatkan kembali materi prasyarat dengan bertanya.

Motivasi

●	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

Pemberian Acuan

●	Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
●	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
●	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

	Kegiatan Pembelajaran
Stimulation (stimullasi/ pemberian rangsangan)	- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi yang akan diajarkan dengan cara memberikan siswa text dan membaca text tersebut bersama-sama. - Guru meminta siswa membaca text yang telah diberikan secara bergiliran

	- Guru menjelaskan apa isi teks
	- Guru mengajukan pertanyaan dan memberikan kesempatan kepada siswa untuk bertanya kembali mengenai penjelasan pembelajaran
	- Siswa bekerja sendiri atau tidak berkelompok
	- Guru memberikan siswa lembar kerja dan meminta siswa untuk menjawab lembar kerja tersebut
	- Guru membantu dan memandu siswa menjawab lembar kerja

Catatan : Selama pembelajaran, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (10 Menit)

Peserta didik :

● Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

Guru :

● Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi penghargaan

● Menyimpulkan pembelajaran dari pertemuan pertama dan kedua

● Menutup atau mengakhiri pembelajaran dengan salam

H. Penilaian : The Amount of Correct Answer in Completion

Sub Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument Soal
6. Identify the information 7. Identity the topic 8. Identify main idea 9. Give conclusion 10. Understand vocabulary	Tes Tulisan	Multiple Choice	Multiple Choice Question (choose the best answer by crossing (x) a, b, c, or d)

Padang sidimpuan,

Mengetahui:
Guru Bahasa Inggris Kelas XI IPA-4   Peneliti

Suhardi, S.Pd   **Gian Ayu Drani**
                                           NIM. 15 203 00086

Kepala Sekolah SMA N 1 Tambusai Utara

Drs. Eri Mulyadi
NIP. 1967 0504 19970 2 1002

Appendix 3

<p style="text-align:center">INSTRUMENT FOR PRE TEST</p>

Name   :

Class   :

Petunjuk: Choose the best answer by crossing (x) a, b, c, or d!

This question for question number 1 to 10

<p style="text-align:center">**New Year**</p>

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "it's two minutes past twelve! The clock has stopped"!

I look at my watch. It was true. The big clock refused to welcome the New Year. At the moment, everybody began to laugh and sing.

1. When did the clock stopped?

   a. At 5.12   c. At 11.55

   b. At 12.00   d. At 12.02

2. Why did the people gather under The Town Hall clock?

   a. To welcome the New Year

   b. To see the newly bought clock

   c. To strike the laughing people

d. To stopped people who shouted

3. Based on the text, where was the writer?

a. At the center of town   c. At the beach

b. At home   d. At the market

4. When did the event happen?

a. In the middle of the year   c. Chrismas celebration

b. The end of the year   d. At usual weekend

5. What probably happened when someone shouted that the clock stopped?

a. Everybody directly celebrate the New Year

b. Everybody looked for a watch

c. Everybody sing and laugh

d. Everybody shouted too

6. What does the first sentence tell you?

a. The problem that the writer met

b. The funny thing in the story

c. The opening of the story

d. The past event

7. "It would strike twelve in twenty minutes time". The underlined word refers to....

a. The clock   c. The town

b. Author's watch   d. The place

8. It was the last day of the year and a <u>large</u> crowd of the people had gathered under the Town Hall clock. What is the closest meaning of the underlined word?

    a. Mass   c. Many

    b. Big   d. Lots of

9. "The big clock refused to welcome the New Year". What is the synonym of the word?

    a. Reject   c. Admit

    b. Accept   d. Hate

This text for questions number 10 to 13

Go To Beach

Last week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses. It was quite windy and there was hardly anymore there. It suprised us because there were always many people coming there on the weekends. So, we had the beach on our own. We bought some hot chips, rode our bikes, played in the water and sat under the trees. We really had a great time.

10. Where did the story happen?

    a. In a house   c. At the store

    b. In a water   d. At the beach

11. How did they go to the beach?

    a. By bycles   c. By bus

    b. By car   d. By boat

12. Who did the writer and his friend when they reached the beach?

    a. Many people   c. Almost no one

    b. Many visitors   d. Foreign tourist

13. How did the writer think about the trip?

    a. It wa an unpleasant trip   c. It was funny trip

    b. It was a horrible trip   d. It was a good trip

This text for questions number 14 to 15

Embrassed Experience

Last week, I had to teach a new English class. I read the list of new students' names. It was kiddies' group since they were about 9 and 10 years old.

That was the first day of The Spanish carnival, so I wanted to wear the most appropriate suit for children's class. Most kids usually dress up at carnival I thought. It would be more interesting if their teacher was also in carnival spirit. That was why I decided to wear my teddy bear suit and bring cuddly toys in my box and that was what I did. I walked trhough the door happily. The director watched more completely astonished. I smiled and looked straight at her. With a man beside her, she said, "Good afternoon. I'd like to introduce you to Mr.Mendez, the director of Delta company. He is one of the participants of English course that you will teach today".

Oh my God! I nearly died! The secretary apologized to me for wrong details of my new class.

14. The secretary apologized to the writer because....

    a. The writer wore his teddy bear suit

    b. She did not remember the carnival day

    c. She did not know Mr. Mendez was in the class

    d. She has given the wrong details of the new class

15. Who is the main character in the story?

    a. The writer   c. The director

    b. Mr. Mendez   d. The secretary

This text for questions number 16 to 17

Visit the Botanichal Garden

On Thursday 24 April we went to the Botanichal Garden. We walked down and boarded the bus.

After we arrived at the garden, we walked down to the Education Centre. The third grade students went to have a look around. First, we went to the first farm and Mrs. James read us some information.

Then, we looked at all the lovely plants. After that we went down to a little spot in the Botanichal Garden and had a morning tea break. Next, we did sketching and then we met the fourth grade students at the Education Centre to have lunch. Soon after that, it was time for us to go and make our terrariums while the fourth year students went to have walk.

A lady took us into special room and introduced herself, then she explained what we were going to do. Next, she took us to a pyramid terrarium. It was really interesting.

After we had finished, we met the fourth grade students outside the garden. Then we reboarded the bus and returned to school.

16. Most events mentioned in the text happened....

   a. At the Education Garden

   b. On the bus to Botanichal Garden

   c. In the Botanichal Garden

   d. Outside the school

17. "It was very interesting" (part 4). What does the underlined word refer to?

   a. A pyramid terrarium   c. Education Centre

   b. A specific room   d. First farm

This text for question number 18

The Terrible Day

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I feel sleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teahing at his school and he was furious with me. He scholded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put in my bag the night before. I usually check my bag in the morning. I did not do this because I was late and I had to do extra assigment as a punishment.

After biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

18. What is the purpose of the text?

   a. To explain about something wrong

   b. To inform about the writer's activities

   c. To entertain the readers about the funny story

   d. To retell about the writer's terrible day

This text for question 18 to 20

My Holiday Was Fantastic

I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

The first thing, I saw was the Oceanorium where you can watch all sorts of the sea fish and animal under water. There were huge turtles, sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool.

There were killer whales, dolphins and sea lions, and they did all sorts of fantastic thing in the water. One of the girls in the show rode around the pool on the back of a big turtle. After saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to so at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called tha 'corkscrew' because it goes three loops upside down. Bit I wish I had gone on the roller coaster ride before lunch rather than after it!

19. What is the purpose of the text?

    a. To describe Australian Marine Park

    b. To entertain the reader about Marine Park

    c. To tell about how to go to Australian Marine Park

    d. To retell writer's experience in Marine Park

20. Which of the following had made the writer very excited?

    a. Watching a girl ridding on back of a turtle

    b. Watching a girls riding on the back of a whale

    c. Watching a man feeding the shark

    d. Riding the roller coaster

Validator

Suhardi, S.Pd

Appendix 4

<div align="center">INSTRUMENT FOR POST TEST</div>

Name   :

Class   :

Petunjuk: Choose the best answer by crossing (x) a, b, c, or d!

This text for question number 1 to 5

<div align="center">**Visited Yogyakarta**</div>

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples. The Brahmana, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning, we went to Yogya kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then, we continued our journey to Borobudur. We arrived there at four p.m. we heard the announcement that Borobudur get would be closed at five p.m.

1. The text above mainly discusses about....

   a. The writer's trip to Yogyakarta

   b. The writer's first visit to Prambanan

   c. The writer's impression about the guide

d. The writer's experience at Yogyakarta Kraton

2. What are the big temples in Prambanan?

   a. Borobudur, Syiwa, and Brahmana

   b. Brahmana, Syiwa, Wisnu

   c. Paria, Brahmana temples

   d. Wisnu, Syiwa and Borobudur

3. We were lucky because we were led by a <u>smart</u> and friendly guide. The synonym of the underlined word is...

   a. Stupid   c. Clever

   b. Amazing   d. Bright

4. When did they go home?

   a. On Saturday morning   c. On Friday morning

   b. On Friday afternoon   d. On Saturday evening

5. Why did they only visit Brahmana and Syiwa temples?

   a. Because there was no Wisnu temple

   b. Because Wisnu temple was amazing

   c. Because Wisnu temple was being repaired

   d. Because Wisnu temple was being destroyed

This text for question number 6 to 13

Algae is a primitive form of life, a single-celled or simple multiple-celled organism that is able to conduct the process of photosynthesis. It is generally found in water but can also be found elsewhere, growing on such surfaces as

rocks or trees. The various types of algae are classified according to their pigmentation or coloration.

Bleu-green algae, or Cyanophita, can grow at very high temperatures and under high-intensity light. This is a microscopic type of algae, and some species consist of only one cell. Blue-green algae is the oldest form of life with photosynthetic capabilities, and fossilized remains of this type of algae more than 3.4 billion years old have been found in parts of Africa.

Green algae or chlorophyta is generally found in fresh water. It reproduces on the surfaces of enclosed bodies of water such as ponds or lakes and has the appereance of a fuzzy green coating on the water. In large quantities, this type of algae may reproduce enough to give a green color to an entire lake.

Brown algae or phaeophyta, grows in dhallow, temperate water. This type of algae is the largest in size and is most recognizable as a type of seaweed; kelp is a type of brown algae that has grown to lengths of up to 200 feet. Its long stalks can be enmeshed on the ocean floor or it can float freely on the ocean's surface.

Red algae or thodophyta is a small delicate organism found in the deep waters of the subtropics, where it often grows with coral. This type of algae has an essential role in the formation of coral reefs; it secretes lime from the sweater to foster the formation of limestone deposits.

6. What is the author's main purpose?

    a. To show what color algae is

    b. To describe where algae is found

    c. To differentiate the various classification algae

    d. To clarify the appereance of the different types of algae

7. The word "pigmentation" in line 4 means...

    a. Size   c. Composition

    b. Shape   d. Color

8. The word "microscope" in line 6 is closest in meaning to...

    a. Mechanical   c. Visual

    b. Tiny   d. Bacterial

9. Algae remmants found in Africa are...

    a. Still floorishing   c. Extremely old

    b. Photogenic   d. Red in color

10. Green algae is generally found...

    a. On the ocean floor

    b. Thoughout ponds and lakes

    c. On top of the water

    d. Surrounding enclosed bodies

11. The word "coating" in line could best be replaced by...

    a. Clothing   c. Warmith

    b. Covering   d. Sweater

12. How is the information in the paragraph organized?

    a. Various details supporting a theory are explored

    b. Various classifications of a specific life form are described

    c. Various stages of the chronological development of a life form are presented

    d. Various elements that compose a certain life form are outlined

13. This passage would most probably be assigned reading in a course on...

    a. Chemistry   c. Botany

    b. Physics   d. Zoology

This text for question number 14 to 15

Most icebergs are formed in the waters of the world's polar and subpolar regions, these are the regions in and around the North and South Poles. Icebergs melt as they encounter warmer ocean waters and warmer ocean breezes closer to the equator. This happens with most, but nor all.

One record-setting iceberg managed to travel futher from the frigid waters near the poles than any other iceberg has been known to travel. In 1894, an iceberg broke off from Antartica in the South and began moving slowly Northward. It eventually left thr very cold waters near the pole and entered warmer waters. This unusual iceberg managed to get amazingly close to the equator. It was observed at a latitude of about 26 degrees south of the equator. This is on the same intitude as Rio de Janeiro, Brazil, which is famous for its comfortably warm waters and wheater throughout the year.

14. The subject of this passage is...

    a. The world's poler and subpolar regions

    b. How icebergs are formed

    c. One unusual iceberg

    d. The climate of Brazil

15. The word "frigid" in line 5 is closest in meaning to....

    a. Warm

    b. Calm

    c. Cold

    d. Deep

This text for question number 16 to 17

John Quincy, who served as the sixth president of the United States from 1825 t0 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be from European and Asian domination.

16. To what did John Quincy Adams devote his life?

    a. Improving his personal life

    b. Serving public

    c. Increasing his fortune

    d. Working on his private business

17. The word "unswerving" is closest in meaning to

   a. Moveable

   b. Insignificant

   c. Unchanging

   d. Diplomatic

This text for question number 18 to 20

Not all human have the same type of blood. In defferent types of blood, certain antibodies and antigens may or may not be present. There are different systems for classifying blood, and one of the systems is the ABO system. In this system, a person's blood is classified as either type A, type B, type O, or type AB. The purpose of this system is to describe which types of blood are compatible. This means which types of blood can be taken from or given to a person. There are three principles that govern which types of blood are compatible.

The first principle is that a particular blood type is always compatible with itself. This means, for example, that a person with type A blood and that a person with type B blood can accept type B blood. It also menas that a person with type AB blood can receive type AB blood and that a person with type O blood can receive type O blood.

The second principle is that type O blood can be given to any of the other blood groups. Type O can be given to a patient with type A, B, AB blood. For this reason, type O is called the universal donor.

The last of the principle is that patient with type AB blood can receive blood from types A, B, or O. This means that patients with type AB blood can compatibly receive any other type of blood.

18. The topic of this passage is

    a. A particular type of blood

    b. A system for classifying types of blood

    c. Examples of problems with blood

    d. The principle of universal donors

19. It is stated in the passage that certain antibodies and antigens in the blood

    a. Are commited from the ABO system

    b. Have not been classified

    c. Are universal donors

    d. May not be in all blood

20. The word "particular" is closest in meaning to

    a. Rare   c. Specific

    b. Strange   d. Normal

Validator

Suhardi, S.Pd

Appendix 5

Key Answer for Pre Test

1. D 6. B   11. A   16. C

2. A 7. A   12. A   17. A

3. A 8. A   13. D   18. D

4. B 9. A   14. C   19. D

5. C 10. D   15. A   20. B

Key Answer for Post Test

1. A 6. B   11. B   16. B

2. B 7. D   12. B   17. C

3. C 8. B   13. C   18. B

4. A 9. C   14. C   19. D

5. C 10. B   15. C   20. C

Appendix 6

Validity Pre
Test

NO	NAMA	Item																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	ADERIKA AGUSTINA	0	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0
2	ALDO GUNAWAN	1	0	0	0	1	1	1	1	1	0	0	1	1	1	0	0	0	1	0
3	AMELIA	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	1
4	ARPAN ASMARA	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	0	1	1	0
5	CAHAYA	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0
6	DESRIANI	0	1	1	1	0	0	0	0	0	1	1	1	1	1	0	1	0	1	0
7	DONI SAFWAN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
8	ELSA KRISTINA	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	0	0	0
9	ERPIDA YANTI	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1
10	FITRIANI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0
11	NURUL HIDAYAH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0
12	HELMA YARNI	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	0	0
13	IMAM DERMAWAN	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1	0
14	IRHAN EFENDI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
15	JUITA SARI	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	0
16	KESYA FITRIANA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1
17	LILA FRANSISKA	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0

No	Nama																			
18	LEDYA DACOSTA	0	1	1	1	0	0	0	0	0	1	1	1	0	0	0	1	0	1	0
19	LUSIANA TARA	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	0	0	0
20	MUTIAH ANGRAINI	0	1	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
21	NISMA	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0
22	PUJA	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
23	PUTRI LYANA	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0
24	RAMA DANA	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	0
25	RIZKA	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0
	N = 25	16	18	18	18	16	16	16	16	16	16	16	23	21	14	11	16	5	17	4
	p	0,6	0,7	0,7	0,7	0,6	0,6	0,6	0,6	0,6	0,6	0,6	0,9	0,8	0,6	0,4	0,6	0,2	0,7	0,2
	q	0,4	0,3	0,3	0,3	0,4	0,4	0,4	0,4	0,4	0,4	0,4	0,1	0,2	0,4	0,6	0,4	0,8	0,3	0,8
	r tabel	0,396	0,4	0,4	0,4	0,4	0,4	0,4	0,396	0,4	0,4	0,4	0,4	0,4	0,4	0,4	0,4	0,396	0,4	0,
	r hitung	0,885	0,65	0,65	0,652	0,89	0,89	0,89	0,885	0,89	0,489	0,49	0,2	0,42	0,04	0,39	0,49	0,412	0,46	0,01

Appendix 16

Score of Experimental Class and Control Class
Pre Test

a. Score of Experimental Class Pre Test before using THIEVES Strategy

No	The Name of Students (n)	Pre Test	No	The Name of Students (n)	Pre Test
1	Afifah Nurjanah	45	19	Putri Br Simanjuntak	65
2	Arif Rahman Hakim	60	20	Putri Wulansari	55
3	Arya Zakiyun	70	21	Royyan	55
4	Ayu Indriani Hutasoit	50	22	Rio	60
5	Bunga Dahlia	75	23	Rio Daby Ginting	65
6	Dhea Puspita Andriani	75	24	Rezkina Amelia	70
7	Delwina Paramitasari	50	25	Resky Ganda Sinaga	45
8	Desi Puspita	55	26	Sandi Irawan	70
9	Erin Pratiwi	70	27	Sri Faiyana Tuyenti Smj	60
10	Ikhi Lely Syahputri	65	28	Surya	70
11	Imelda Sesilia Tobing	65	29	Syarifah Anum	70
12	M. Ferdinand Atmahata	55	30	Tiolina Silaban	65
13	M. Imam Wahyudi	60	31	Veririo Agdas Supriansyah Nst	75
14	Miftahul Jannah	60	32	Wardah Nasution	50
15	Nada Tiara Situmorang	45	33	Windi Yaningsi	50
16	Nur Jani	75	34	Wike Surya	65
17	Nova Talia	65	35	Yulanda Rio Nur Mahendra	75
18	Prendi Saputra	65			
	Total			2175	

b. Score of Control Class Pre Test

No	The Name of Students (n)	Pre Test	No	The Name of Students (n)	Pre Test
1	Akmal Maulana	75	15	Jerita Gea	65
2	Annisa Dewi Mashyto	45	16	Jesifa Olana Simamora	70
3	Antika Dwi May Rani	50	17	Juli Tabita Sitompul	65
4	Arfandi Ma'ruf	60	18	Laili Kurniawati	50
5	Bima Anjalwana	50	19	Marco Sihaloho	65
6	Dela Irma Hadari	55	20	Milliani Zahra	70
7	Efri Setiawan	55	21	M. Tahara Fiqih	55
8	Elisa Afpriani. S.	70	22	Muhammad Iqbal	70
9	Eni Yuwita Sipahutar	55	23	Rati Kurnia	65
10	Faula Maldini	60	24	Putri Wardani	75
11	Frendi Pratama	75	25	Repi Leni Marito. S.	65
12	Ganda Juarta	60	26	Roy Martin Hutagaol	70
13	Helen Syahfitri Zai	60	27	Septi Putri Wulandari	45
14	Isma Hidayati	65			
	Total			1675	

Appendix 17

Score of Experimental Class and Control Class
Post Test

a. Score of Experimental Class Post Test after Using THIEVES Strategy

No	The Name of Students (n)	Post Test	No	The Name of Students (n)	Post Test
1	Afifah Nurjanah	85	19	Putri Br Simanjuntak	85
2	Arif Rahman Hakim	90	20	Putri Wulansari	65
3	Arya Zakiyun	75	21	Royyan	95
4	Ayu Indriani Hutasoit	90	22	Rio	90
5	Bunga Dahlia	85	23	Rio Daby Ginting	70
6	Dhea Puspita Andriani	75	24	Rezkina Amelia	80
7	Delwina Paramitasari	80	25	Resky Ganda Sinaga	70
8	Desi Puspita	75	26	Sandi Irawan	80
9	Erin Pratiwi	80	27	Sri Faiyana Tuyenti Smj	95
10	Ikhi Lely Syahputri	75	28	Surya	70
11	Imelda Sesilia Tobing	80	29	Syarifah Anum	90
12	M. Ferdinand Atmahata	75	30	Tiolina Silaban	70
13	M. Imam Wahyudi	80	31	Veririo Agdas Supriansyah Nst	80
14	Miftahul Jannah	85	32	Wardah Nasution	80
15	Nada Tiara Situmorang	95	33	Windi Yaningsi	85
16	Nur Jani	85	34	Wike Surya	85
17	Nova Talia	90	35	Yulanda Rio Nur Mahendra	65
18	Prendi Saputra	80			
	Total			2825	

b. Score of Control Class Post Test

No	The Name of Students (n)	Post Test	No	The Name of Students (n)	Post Test
1	Akmal Maulana	75	15	Jerita Gea	60
2	Annisa Dewi Mashyto	60	16	Jesifa Olana Simamora	75
3	Antika Dwi May Rani	80	17	Juli Tabita Sitompul	50
4	Arfandi Ma'ruf	70	18	Laili Kurniawati	65
5	Bima Anjalwana	75	19	Marco Sihaloho	65
6	Dela Irma Hadari	50	20	Milliani Zahra	60
7	Efri Setiawan	65	21	M. Tahara Fiqih	80
8	Elisa Afpriani. S.	55	22	Muhammad Iqbal	65
9	Eni Yuwita Sipahutar	70	23	Rati Kurnia	70
10	Faula Maldini	65	24	Putri Wardani	65
11	Frendi Pratama	75	25	Repi Leni Marito. S.	80
12	Ganda Juarta	70	26	Roy Martin Hutagaol	55
13	Helen Syahfitri Zai	75	27	Septi Putri Wulandari	65
14	Isma Hidayati	70			
	Total			1810	

Appendix 18

The Comparison of Pre Test and Post Test

a. **Experimental Class**

No	The Name of Students (n)	Pre Test	Post Test
1	Afifah Nurjanah	45	85
2	Arif Rahman Hakim	60	90
3	Arya Zakiyun	70	75
4	Ayu Indriani Hutasoit	50	90
5	Bunga Dahlia	75	85
6	Dhea Puspita Andriani	75	75
7	Delwina Paramitasari Sipayung	50	80
8	Desi Puspita	55	75
9	Erin Pratiwi	70	80
10	Ikhi Lely Syahputri	65	75
11	Imelda Sesilia Tobing	65	80
12	M. Ferdinand Atmahata	55	75
13	M. Imam Wahyudi	60	80
14	Miftahul Jannah	60	85
15	Nada Tiara Situmorang	45	95
16	Nur Jani	75	85
17	Nova Talia	65	90
18	Prendi Saputra	65	80
19	Putri Br Simanjuntak	65	85
20	Putri Wulansari	55	65
21	Royyan	55	95
22	Rio	60	90
23	Rio Daby Ginting	65	70
24	Rezkina Amelia	70	80
25	Resky Ganda Sinaga	45	70
26	Sandi Irawan	70	80
27	Sri Faiyana Tuyenti Simanjuntak	60	95
28	Surya	70	70
29	Syarifah Anum	70	90
30	Tiolina Silaban	65	70
31	Veririo Agdas Supriansyah Nasution	75	80
32	Wardah Nasution	50	80
33	Windi Yaningsi	50	85
34	Wike Surya	65	85
35	Yulanda Rio Nur Mahendra	75	65
	Total	**1665**	**2175**

b. Control Class

No	The Name of Students (n)	Pre-Test	Post-Test
1	Akmal Maulana	75	75
2	Annisa Dewi Mashyto	45	60
3	Antika Dwi May Rani	50	80
4	Arfandi Ma'ruf	60	70
5	Bima Anjalwana	50	75
6	Dela Irma Hadari	55	50
7	Efri Setiawan	55	65
8	Elisa Afpriani. S.	70	55
9	Eni Yuwita Sipahutar	55	70
10	Faula Maldini	60	65
11	Frendi Pratama	75	75
12	Ganda Juarta	60	70
13	Helen Syahfitri Zai	60	75
14	Isma Hidayati	65	70
15	Jerita Gea	65	60
16	Jesifa Olana Simamora	70	75
17	Juli Tabita Sitompul	65	50
18	Laili Kurniawati	50	65
19	Marco Sihaloho	65	65
20	Milliani Zahra	70	60
21	M. Tahara Fiqih	55	80
22	Muhammad Iqbal	70	65
23	Rati Kurnia	65	70
24	Putri Wardani	75	65
25	Repi Leni Marito. S.	65	80
26	Roy Martin Hutagaol	70	55
27	Septi Putri Wulandari	45	65
Total		**1675**	**1810**

Appendix 20

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

$H_0 \qquad : \delta_1^2 = \delta_2^2$

$H_1 \qquad : \delta_1^2 \neq \delta_2^2$

A. Variant of the XI MIA 3 class is:

NO	Xi	Xi^2
1.	45	2025
2.	45	2025
3.	45	2025
4.	50	2500
5.	50	2500
6.	50	2500
7.	50	2500
8.	55	3025
9.	55	3025
10.	55	3025
11.	55	3025
12.	60	3600
13.	60	3600
14.	60	3600
15.	60	3600
16.	60	3600
17.	65	4225
18.	65	4225
19.	65	4225
20.	65	4225
21.	65	4225
22.	65	4225
23.	65	4225
24.	65	4225

25.	70	4900
26.	70	4900
27.	70	4900
28.	70	4900
29.	70	4900
30.	70	4900
31.	75	5625
32.	75	5625
33.	75	5625
34.	75	5625
35.	75	5625
Total	2175	138535

n $\quad = 35$

$\sum xi = 2175$

$\sum_{Xi} 2 = 138535$

So:

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

$$= \frac{33(138535) - (2175)^2}{35(35-1)}$$

$$= \frac{4848725 - 4730625}{35(34)}$$

$$= \frac{118100}{1190}$$

$$= 99.24$$

B. Variant of the XI MIA 4 class is:

NO	Xi	Xi²
1.	45	2025
2.	45	2025
3.	50	2500
4.	50	2500
5.	50	2500
6.	55	3025
7.	55	3025
8.	55	3025
9.	55	3025
10.	60	3600
11.	60	3600
12.	60	3600
13.	60	3600

14.	65	4225
15.	65	4225
16.	65	4225
17.	65	4225
18.	65	4225
19.	65	4225
20.	70	4900
21.	70	4900
22.	70	4900
23.	70	4900
24.	70	4900
25.	75	5625
26.	75	5625
27.	75	5625
Total	1670	106225

$N = 27$

$\sum xi = 1670$

$\sum_{xi} 2 = 106225$

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{27\,(106225) - (1670)^2}{27(27-1)}$$

$$= \frac{2868075 - 2805625}{27(26)}$$

$$= \frac{62450}{702}$$

$$= 88.96$$

The Formula was used to test the hypothesis was:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

XI MIA 3 and XI MIA 4 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{99.24}{88.96}$$

$$= 1.11$$

After doing the calculation, researcher found that $F_{count} = 1.11$. It had been compared to F_{table} with α 5% and dk = 35). From the distribution list F, researcher found that $F_{table} = 2.042$, so $F_{count} < F_{table}$ (1.11< 2.042). It could be concluded that there is no difference variant between the XI MIA 3 class and XI MIA 4 class. It means that the variant is homogenous.

Appendix 22

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

H_0 : $\delta_1^2 = \delta_2^2$

H_1 : $\delta_1^2 \neq \delta_2^2$

A. Variant of the XI MIA 3 class is:

NO	Xi	Xi^2
1.	65	4225
2.	65	4225
3.	70	4900
4.	70	4900
5.	70	4900
6.	70	4900
7.	75	5625
8.	75	5625
9.	75	5625
10.	75	5625
11.	80	6400
12.	80	6400

13.	80	6400
14.	80	6400
15.	80	6400
16.	80	6400
17.	80	6400
18.	80	6400
19.	80	6400
20.	80	6400
21.	80	6400
22.	80	6400
23.	80	6400
24.	85	7225
25.	85	7225
26.	85	7225
27.	85	7225
28.	90	8100
29.	90	8100
30.	90	8100
31.	90	8100
32.	90	8100
33.	95	9025
34.	95	9025
35.	95	9025
Total	2825	230225

n   = 35

$\sum xi = 2825$

$\sum_{Xi} 2 = 230225$

So:

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

$$= \frac{35(230225) - (2825)^2}{35(35-1)}$$

$$= \frac{8057875 - 7980625}{35(34)}$$

$$= \frac{77250}{1190}$$

$$= 64.91$$

B. Variant of the XI MIA 4 class is:

NO	Xi	Xi^2
1.	50	2500
2.	50	2500
3.	55	3025
4.	55	3025
5.	60	3600
6.	60	3600
7.	60	3600
8.	65	4225
9.	65	4225
10.	65	4225
11.	65	4225
12.	65	4225
13.	65	4225

14.	65	4225
15.	70	4900
16.	70	4900
17.	70	4900
18.	70	4900
19.	70	4900
20.	75	5625
21.	75	5625
22.	75	5625
23.	75	5625
24.	75	5625
25	80	6400
26.	80	6400
27.	80	6400
Total	1810	123250

N $= 27$

$\sum xi = 1810$

$\sum_{xi} 2 = 123250$

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{27\,(123250) - (1810)^2}{27(27-1)}$$

$$= \frac{3327750 - 3276100}{27(26)}$$

$$= \frac{51650}{702}$$

$$= 73.57$$

The Formula was used to test the hypothesis was:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

XI MIA 3 and XI MIA 4 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{73.57}{64.91}$$

$$= 1.13$$

After doing the calculation, researcher found that $F_{count} = 1.13$. It had been compared to F_{table} with α 5% and dk numerator $n_1 - 1 = 35 - 1 = 34$ and deminator $n_2 - 1 = 27 - 1 = 26$). Researcher found that $F_{table} = 2.042$ and 2.052. From the distribution list F, researcher found that $F_{table} = 2.042$, so $F_{count} < F_{table}$ (1.13< 2.042). It could be concluded that there is no difference variant between the XI MIA 3 class and XI MIA 4 class. It means that the variant is homogenous.

Appendix 19

RESULT OF NORMALITY TEST IN PRE TEST

RESULT OF THE NORMALITY TEST OF XI MIA-3 IN PRE-TEST

1. The score of XI MIA-3 class in pre test from low score to high score:

45	45	45	50	50	50	50	55	55	55	55
60	60	60	60	60	65	65	65	65	65	65
65	65	70	70	70	70	70	70	75	75	
75	75	75								

2. High   = 75

   Low   = 45

   Range   = High – Low

               = 75 - 45
               = 30

3. Total of Classes   = 1 + 3,3 log (n)

                      = 1 + 3,3 log (35)

                      = 1 + 3,3 (1.54)

                      = 1 + 5.08

                      = 6.08

                      = 7

4. Length of Classes $= \dfrac{range}{total\,of\,class}$ $= \dfrac{30}{6} = 5$

5. Mean

Interval Class	F	X	x'	fx'	x'^{2}	fx'^{2}
45 – 49	3	47	4	12	16	48
50 – 54	4	52	3	24	9	36
55 – 59	4	57	2	8	4	16
60 – 64	5	62	1	5	1	5
65 – 69	8	**67**	0	0	0	0
70 – 74	6	72	-1	-6	1	6
75 – 79	5	77	-2	-10	4	20
$i = 5$	35	-	-	21	-	131

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 67 + 5\left(\frac{21}{35}\right)$$

$$= 67 + 5\ (0.6)$$

$$= 67 + (3)$$

$$= 70$$

$$SD_t = i\sqrt{\frac{\Sigma fx\prime^2}{n} - \left(\frac{\Sigma fx\prime}{n}\right)^2}$$

$$= 5\sqrt{\frac{131}{35} - \left(\frac{21}{35}\right)^2}$$

$$= 5\sqrt{3.74 - (0.6)^2}$$

$$= 5\sqrt{3.74 - 0.36}$$

$$= 5\sqrt{3.38}$$

$$= 5 \times 1.83 = 9.15$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
75-79	79.5	1.03	0.3485				
				0.16	5.6	5	-0.10
70-74	74.5	0.49	0.1879				
				-0.27	- 9.45	6	-0.36
65-69	69.5	-0.10	0.46017				
				0.18	6.3	8	0
60-64	64.5	-0.60	0.27425				
				0.14	4.9	5	0.02
55-59	59.5	-0.14	0.12714				
				0.08	2.8	4	0.42
50-54	54.5	-1.69	0.4551				
				0.03	1.05	4	2.80
45-49	49.5	-2.24	0.01255				
				0.009	0.34	3	0.78
	44.5	-2.78	0.00272				
						X^2	3.56

Based on the table above, the reseracher found that $x^2_{count} = 3.56$ while $x^2_{table} = 5.5991$, cause $x^2_{count} < x^2_{table}$ (3.56< 5.5991) with degree of freedom (dk) = 5–3 = 2 and significant level α = 5%. So distribution of XI MIA-3 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	45 – 49	3	3
2	50 – 54	4	7
3	55 – 509	4	11
4	60 – 64	5	16
5	**65 – 69**	**8**	24
6	70 – 74	6	30
7	75 – 79	5	35

Position of Me in the interval of classes is number 5, that:

Bb = 64.5

F   = 5

fm = 8

i   = 5

n   = 35

1/2n= 17.5

So :

$$Me = Bb + i \left(\frac{n/_2 - F}{fm} \right)$$

$$= 64.5 + 5 \left(\frac{17.5 - 5}{8} \right)$$

$$= 64.5 + 5 \ (1.56)$$

$$= 64.5 + 7.8$$

$$= 72.3$$

7. Modus

No	Interval	F	Fk
1	45 – 49	3	3
2	50 – 54	4	7
3	55 – 59	4	11
4	60 – 64	5	16
5	**65 – 69**	**8**	24
6	70 – 74	6	30
7	75 – 79	5	35

$M_o = L + \dfrac{d_1}{d_1 + d_2} i$

L = 64.5

d_1 = 3

d_2 = 2

i = 5

So,

M_o = 64.5 + $\dfrac{3}{3+2}$ 5

= 64.5 + 0.6 (5)

= 64.5 + 3

= 67.5

RESULT OF THE NORMALITY TEST OF XI MIA-4 IN PRE-TEST

1. The score of XI MIA-4 class in pre test from low score to high score:

45	45	50	50	50	55	55	55	55	60	60	60
60	65	65	65	70	70	70	70	70	70	75	75
75	75	75									

2. High $= 75$

   Low $= 45$

   Range $=$ High $-$ Low

   $= 75 - 45$

   $= 30$

3. Total of Classes $= 1 + 3,3 \log (n)$

   $= 1 + 3,3 \log (27)$

   $= 1 + 3,3 (1.43)$

   $= 1 + 4.72$

   $= 5.72$

   $= 6$

4. Length of Classes $= \dfrac{range}{total of class} \quad = \dfrac{30}{6} = 5$

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
45 – 49	2	47	4	8	16	32
50 – 54	3	52	3	9	9	27
55 – 59	4	57	2	8	4	16
60 – 64	4	62	1	4	1	4
65 – 69	6	**67**	0	0	0	0
70 – 74	5	72	-1	-5	1	5
75 – 79	3	77	-2	-6	4	12
$i = 5$	27	-	-	18	-	96

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 67 + 5\left(\frac{18}{27}\right)$$

$$= 67 + 5\ (0.66)$$

$$= 67 + 3.3$$

$$= 70.3$$

$$SD_t = i\sqrt{\frac{\Sigma fx'^2}{n} - \left(\frac{\Sigma fx'}{n}\right)^2}$$

$$= 5\sqrt{\frac{96}{27} - \left(\frac{18}{27}\right)^2}$$

$$= 5\sqrt{3.55 - (0.66)^2}$$

$$= 5\sqrt{3.55 - 0.43}$$

$$= 5\sqrt{3.12}$$

$$= 5 \times 1.76$$

$$= 8.8$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
75 – 79	79.5	1.04	0.3508				
				0.17	5.95	3	-0.49
70 – 74	74.5	0.47	0.1808				
				-0.28	-9.8	5	-0.48
65 – 69	69.5	-0.09	0.46414				
				-0.20	-7	6	-0.14
60 – 64	64.5	-0.65	0.25785				
				0.14	4.2	4	-0.04
55 – 59	59.5	-1.22	0.11123				
				0.07	2.8	4	0.64
50 – 54	54.5	-1.79	0.03673				
				0.02	0.7	3	0.42
45 – 49	49.5	-2.36	0.00914				
				0.00	0	2	2.00
	44.5	-2.93	0.00169				
						X^2	1.91

Based on the table above, the reseracher found that $x^2_{count} = 1.91$ while $x^2_{table} = 5.5991$, cause $x^2_{count} < x^2_{table}$ (1.91< 5.5991) with degree of freedom (dk) = 5–3 = 2 and significant level α = 5%. So distribution of XI MIA-4 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	45 – 49	2	2
2	50 – 54	3	5
3	55 – 59	4	9
4	60 – 64	4	13
5	**65 – 69**	**6**	19
6	70 – 74	5	24
7	75 – 79	3	27

Position of Me in the interval of classes is number 5, that:

Bb = 64.5

F   = 4

fm = 6

i   = 5

n   = 27

1/2n= 13.5

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 64.5 + 5 \left(\frac{13.5 - 4}{6} \right)$$

$$= 64.5 + 5 \ (1.58)$$

$$= 64.5 + 7.9$$

$$= 72.4$$

7. Modus

No	Interval	F	Fk
1	45 – 49	2	2
2	50 – 54	3	5
3	55 – 59	4	9
4	60 – 64	4	13
5	**65 – 69**	**6**	19
6	70 – 74	5	24
7	75 – 79	3	27

$$M_o = L + \frac{d_1}{d_1 + d_2} \, i$$

L   = 64.5

d_1 = 2

d_2 = 1

i   = 5

So,

$$M_o = 64.5 + \frac{2}{2+1} \, 5$$

$$= 64.5 + 0.6 \ (5)$$

$$= 64.5 + 3$$

$$= 67.5$$

Appendix 21

RESULT OF NORMALITY TEST IN POST TEST

RESULT OF THE NORMALITY TEST OF XI MIA-3 IN POST-TEST

1. The score of XI MIA-3 class in post test from low score to high score:

65	65	70	70	70	70	75	75	75	75	75	80
80	80	80	80	80	80	80	80	80	85	85	85
85	85	85	90	90	90	90	90	95	95	95	

2. High   = 95

   Low   = 65

   Range   = High – Low

            = 95 - 65

            = 30

3. Total of Classes   = 1 + 3,3 log (n)

                       = 1 + 3,3 log (35)

                       = 1 + 3,3 (1.54)

                       = 1 + 5.08

                       = 6.08

                       = 7

4. Length of Classes $= \dfrac{range}{total\,of\,class}$ $= \dfrac{30}{6} = 5$

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
65 – 69	2	67	3	6	9	18
70 – 74	4	72	2	8	4	16
75 – 79	5	77	1	5	1	5
80 – 84	10	**82**	0	0	0	0
85 – 89	6	87	-1	-6	1	6
90 – 94	5	92	-2	-10	4	20
95 – 99	3	97	-3	-9	9	27
$i = 5$	35	-	-	-6	-	92

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 82 + 5\left(\frac{-6}{35}\right)$$

$$= 82 + 5\ (-0.17)$$

$$= 82 + (-0.85)$$

$$= 81.15$$

$$SD_t = i\sqrt{\frac{\Sigma fx'^2}{n} - \left(\frac{\Sigma fx'}{n}\right)^2}$$

$$= 5\sqrt{\frac{92}{35} - \left(\frac{-6}{35}\right)^2}$$

$$= 5\sqrt{2.62 - (-0.17)^2}$$

$$= 5\sqrt{2.62 - 0.028}$$

$$= 5\sqrt{2.592}$$

$$= 5 \times 1.609 = 8.045$$

Table of Normality Data Test with Chi Square Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
95 – 99	99.5	2.28	0.4887				
				0.03	1.05	3	1.85
90 – 94	94.5	1.65	0.4505				
				0.10	3.5	5	0.42
85 – 89	89.5	1.03	0.3485				
				0.18	6.3	6	-0.04
80 – 84	84.5	0.41	0.1591				
				-0.26	-9.1	10	0.09
75 – 79	79.5	-0.20	0.42074				
				0.21	7.35	5	-0.31
70 – 74	74.5	-0.82	0.20611				
				0.13	4.5	4	-0.11
65 – 69	69.5	-1.44	0.07493				
				0.05	1.7	2	0.17
	64.5	-2.06	0.01970				
						X^2	2.07

Based on the table above, the reseracher found that $x^2_{count} = 2.07$ while $x^2_{table} = 5.5991$, cause $x^2_{count} < x^2_{table}$ (2.07< 5.5991) with degree of freedom (dk) $= 5 - 3 = 2$ and significant level $\alpha = 5\%$. So distribution of XI MIA-3 class (post-test) is normal.

6. Median

No	Interval	F	Fk
1	65 – 69	2	2
2	70 – 74	4	6
3	75 – 79	5	11
4	**80 – 84**	**10**	21
5	85 – 89	6	27
6	90 – 94	5	32
7	95 – 99	3	35

Position of Me in the interval of classes is number 4, that:

Bb = 79.5

F = 5

fm = 10

i = 5

n = 35

1/2n= 17.5

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 79.5 + 5 \left(\frac{17.5 - 5}{10} \right)$$

$$= 79.5 + 5 \ (1.25)$$

$$= 79.5 + 6.25$$

$$= 85.75$$

7. Modus

No	Interval	F	Fk
1	65 – 69	2	2
2	70 – 74	4	6
3	75 – 79	5	11
4	**80 – 84**	**10**	21
5	85 – 89	6	27
6	90 – 94	5	32
7	95 – 99	3	35

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

L   = 79.5

d_1 = 5

d_2 = 4

i   = 5

So,

$$M_o = 79.5 + \frac{5}{5+4} \, 5$$

$$= 79.5 + 0.55 \, (5)$$

$$= 79.5 + 2.75$$

$$= 82.25$$

RESULT OF THE NORMALITY TEST OF XI MIA-4 IN POST-TEST

1. The score of XI MIA-4 class in pre test from low score to high score:

50	50	55	55	60	60	60	65	65	65
65	65	65	65	70	70	70	70	70	75
75	75	75	75	80	80	80			

2. High   = 80

  Low   = 50

  Range   = High – Low

    = 80 - 50

    = 30

3. Total of Classes = 1 + 3,3 log (n)

      = 1 + 3,3 log (27)

      = 1 + 3,3 (1.43)

      = 1 + 4.7

      = 5.7

      = 6

4. Length of Classes $= \dfrac{range}{total\,of\,class}$ $= \dfrac{30}{6} = 5$

5. Mean

Interval Class	F	X	x'	fx'	x'^{2}	fx'^{2}
50 – 54	2	52	3	6	9	18
55 – 59	2	57	2	4	4	8
60 – 64	3	62	1	3	1	3
65 – 69	7	**67**	0	0	0	0
70 – 74	5	72	-1	-5	1	5
75 – 79	5	77	-2	-10	4	20
80 – 84	3	82	-3	-9	9	27
$i = 5$	27	-	-	-7	-	81

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 67 + 5\left(\frac{-7}{27}\right)$$

$$= 67 + 5\ (-0.25)$$

$$= 67 + (-1.25)$$

$$= 65.75$$

$$SD_t = i\sqrt{\frac{\Sigma fx'^2}{n} - \left(\frac{\Sigma fx'}{n}\right)^2}$$

$$= 5\sqrt{\frac{81}{27} - \left(\frac{-7}{27}\right)^2}$$

$$= 5\sqrt{3 - (-0.25)^2}$$

$$= 5\sqrt{3 - (-1.25)}$$

$$= 5\sqrt{1.75}$$

$$= 5 \times 1.32 = 6.6$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
80 – 84	84.5	2.84	0.4977				
				0.01	0.27	3	1.01
75 – 79	79.5	2.08	0.4812				
				0.07	1.89	5	1.64
70 – 74	74.5	1.32	0.4066				
				0.19	5.13	5	-0.02
65 – 69	69.5	0.56	0.2123				
				-0.21	-5.67	7	0.23
60 – 64	64.5	-0.18	0.42858				
				0.25	6.75	3	-0.55
55 – 59	59.5	-0.94	0.17361				
				0.12	3.24	2	-0.38
50 – 54	54.5	-1.70	0.04457				
				0.03	0.81	2	1.46
	49.5	-2.46	0.00695				
						X^2	2.39

Based on the table above, the reseracher found that $x^2_{count} = 2.39$ while $x^2_{table} = 5.5991$, cause $x^2_{count} < x^2_{table}$ (2.39< 5.5991) with degree of freedom (dk) = 5–3 = 2 and significant level $\alpha = 5\%$. So distribution of XI MIA-4 class (post-test) is normal.

6. Median

No	Interval	F	Fk
1	50 – 54	2	2
2	55 – 59	2	4
3	60 – 64	3	7
4	65 – 69	7	14
5	70 – 74	5	19
6	75 – 79	5	24
7	80 – 84	3	27

Position of Me in the interval of classes is number 4, that:

Bb = 64.5

F   = 3

fm = 7

i   = 5

n   = 27

1/2n= 13.5

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 64.5 + 5 \left(\frac{13.5 - 3}{7} \right)$$

$$= 64.5 + 5 \ (1.5)$$

$$= 64.5 + 7.5$$

$$= 72$$

7. Modus

No	Interval	F	Fk
1	50 – 54	2	2
2	55 – 59	2	4
3	60 – 64	3	7
4	65 – 69	7	14
5	70 – 74	5	19
6	75 – 79	5	24
7	80 – 84	3	27

$M_o = L + \frac{d_1}{d_1 + d_2} i$

$L = 64.5$

$d_1 = 4$

$d_2 = 2$

$i = 5$

So,

$M_o = 64.5 + \frac{4}{4+2} 5$

$= 64.5 + 0.66 \ (5)$

$= 64.5 + 3.3$

$= 67.8$

Appendix 23

T-test of the Both Averages in Pre-Test

The formula was used to analyse homogeneity test of the both averages

was t-test, that:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{5\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}} \quad \text{with } S = \sqrt{\dfrac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$S = \sqrt{\dfrac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

$$= \sqrt{\dfrac{(35 - 1)(99.24) + (27 - 1)(88.96)}{35 + 27 - 2}}$$

$$= \sqrt{\dfrac{34(99.24) + 26(88.96)}{60}}$$

$$= \sqrt{\dfrac{3374.16 + 2312.96}{60}}$$

$$= \sqrt{\dfrac{5687.12}{60}}$$

$$= \sqrt{94.78}$$

$$= 9.73$$

So:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{5\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

$$= \frac{70.3 - 70}{9.73\sqrt{\dfrac{1}{35} + \dfrac{1}{27}}}$$

$$= \frac{0.3}{^{9.73}\sqrt{0.028 + 0.037}}$$

$$= \frac{11.15}{^{9.73}\sqrt{0.065}}$$

$$= \frac{0.3}{0.632}$$

$$= 0.476$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that t_{count}= 0.476 with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and dk $= n_1 + n_2 - 2 = 35+27-2 = 60$, researcher found that t_{table} = 2.000. So, $t_{count} < t_{table}$ (0.476 <2.000) and H_a is accepted, it means there was difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 24

T-test ofthe Both Averages in Post-Test

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

$$= \sqrt{\frac{(35 - 1)(64.91) + (27 - 1)(73.57)}{35 + 27 - 2}}$$

$$= \sqrt{\frac{34(64.91) + 26(73.57)}{60}}$$

$$= \sqrt{\frac{2206.94 + 1912.82}{60}}$$

$$= \sqrt{\frac{4119.76}{60}}$$

$$= \sqrt{68.66}$$

$$= 8.28$$

So:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{81.15 - 65.75}{8.28\sqrt{\dfrac{1}{35} + \dfrac{1}{27}}}$$

$$= \frac{15.4}{8.28\sqrt{0.028 + 0.037}}$$

$$= \frac{15.4}{8.28\sqrt{0.065}}$$

$$= \frac{15.4}{0.53}$$

$$= 29.05$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that t_{count}= 29.05 with opportunity (1-α) = $1 - 5\%$ = 95% and dk = $n_1 + n_2 - 2$ = 35+27-2 = 60, researcher found that t_{table} = 2.000. So, t_{count}>t_{table}(29.05 >2.000) and H_a is accepted, it means there was the difference average or significant effect using THIEVES Strategy between the first class as experimental class and the second class as control class in this research.

Appendix 25

Chi-Square Table

Dk	Significant level					
	50%	**30%**	**20%**	**10%**	**5%**	**1%**
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 26

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330

-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964

2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0.4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997
3,4	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
3,5	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
3,6	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,7	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,8	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,9	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000

Appendix 27

Percentage Points of the t Distribution

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Percentage Points of the t Distribution

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526
∞							

Appendix 28

RESEARCH DOCUMENTATION
PRE TEST OF EXP. CLASS

PRE TEST OF CONTROL CLASS

TEACHING BY USING THIEVES STRATEGY

POST TEST OF EXP. CLASS

POST TEST CONTROL CLASS

09 November 2018

Nomor : 218 /In.14/E.6a/PP.00.9/11/2018
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. Eka Sustri Harida, M. Pd **(Pembimbing I)**
2. Fitri Rayani Siregar, M.Hum **(Pembimbing II)**

di–Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Gian Ayu Drani
NIM : 1520300086
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **The Effect of Using THIEVES Strategy on Students' Reading Comprehension Ability At Grade XI SMA N 1 Tambusai Utara**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M. Ag.
NIP. 19710510 200003 2 001

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
Pembimbing I

Eka Sustri Harida, M. Pd
NIP. 19750917 200312 2 002

BERSEDIA/TIDAK BERSEDIA
Pembimbing II

Fitri Rayani Siregar, M. Hum
NIP. 19820731 200912 2 004

SURAT KETERANGAN
No. 130 / 421 / VIII / 2019

Yang bertanda tangan dibawah ini, Kepala SMAN 1 Tambusai Utara Kabupaten Rokan Hulu erangkan bahwa :

Nama	: **GIAN AYU DRANI**
NIM	: 1520300086
Semester / Tahun	: IX (Sembilan) / 2019
Program Studi	: Tadris/Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu keguruan
Judul	: **THE EFFECT OF USING THIEVES STRATEGY TO STUDENTS' READING COMPREHENSION ABILITY AT GRADE XI SMA N 1 TAMBUSAI UTARA.**

melakukan penelitian di : SMAN 1 Tambusai Utara Kab.Rokan Hulu

an ketentuan sebagai berikut :

Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungannya dengan kegiatan Riset dan Pengumpulan Data ini.

Pelaksanaan kegiatan Riset ini berlangsung mulai tanggal 10 Agustus s.d 16 Agustus 2019.

Demikian surat Rekomendasi ini diberikan, agar dipergunakan sebagaimana mestinya.
Demikian disampaikan dan terimakasih.

Rantau Kasai, 19 Agustus 2019

KEPALA SEKOLAH

H. ERI MULYADI
NIP. 19670504 199702 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 939   /In.14/E/TL.00/07/2019
Hal   : Izin Penelitian   18 Juli 2019
         Penyelesaian Skripsi.

Yth. Kepala SMA N 1 Tambusai Utara
Kabupaten Rokan Hulu

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Gian Ayu Drani
NIM   : 1520300086
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan
Alamat   : Rantau Kasal GBT Tambusai Utara Riau

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Using THIEVES Strategy to Students' Reading Comprehension Ability at Grade XI SMA N 1 Tambusai Utara".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002