

**THE EFFECT OF USING THIEVES STRATEGY ON STUDENTS'
READING COMPREHENSION ACROSS LEARNING STYLES
(VISUAL, AUDITORY, KINESTHETIC) AND THEIR
PERCEPTIONS AT THE NINTH GRADE OF
MTS NEGERI 2 BANDAR LAMPUNG**

(A Thesis)

By:
Ibnu Surya Pratama
2023042020



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
2022**

ABSTRACT

THE EFFECT OF USING THIEVES STRATEGY ON STUDENTS' READING COMPREHENSION ACROSS LEARNING STYLES (VISUAL, AUDITORY, KINESTHETIC) AND THEIR PERCEPTIONS AT THE NINTH GRADE OF MTS NEGERI 2 BANDAR LAMPUNG

By
Ibnu Surya Pratama

Reading is one of the main language skills learners acquire and it's affected by learners' learning styles. Learning style is a student's consistent way of responding and absorbing the learning. By reading the students will get much information and knowledge that is very useful for them in learning process. In the process of teaching reading, teaching strategy should be able to encourage students' reading achievement. Therefore, the objectives of this research were to 1) investigate the students' reading comprehension by using THIEVES strategy. 2) to reveal the difference of students' reading across their learning style. 3) to know the students' perception of the strategy used. This research was conducted at MTsN 2 Bandar Lampung with one class as the sample of the research that consisted of 20 students. This research used mix method because it is intended to collect both quantitative and qualitative data. To collect those quantitative data, the researcher used both pre- test and post- test. Then the qualitative data by using interview. Paired Sample T-test and Independent Group T-test were used to analyze the data. The analysis showed that there was improvement of students' mean score from 63,00 to 81,25 after they used THIEVES strategy with sig 2tailed $0.000 \leq \alpha=0.05$). It means that THIEVES strategy was effective to push the students to comprehend in reading. It was also found that the result of students' posttest in visual and auditory group have the level of significance of $0.386 > \alpha=0.05$. Those indicate that there were no significant differences on students' reading with different learning styles. The result of qualitative data showed that 5 of 6 learners who had high gained score had positive perception toward the use of THIEVES strategy in learning reading. Further, only 1 of 6 learners who had little gained score had negative perception toward it. From those findings, it can be concluded that the use of THIEVES strategy could improve the learners' achievement in reading and give perceptions positively and negatively, and those perceptions could also effect on learners' score.

Keywords: *THIEVES Strategy, Reading Comprehension, Learning Styles, Perception.*

**THE EFFECT OF USING THIEVES STRATEGY ON STUDENTS'
READING COMPREHENSION ACROSS LEARNING STYLES
(VISUAL, AUDITORY, KINESTHETIC) AND THEIR
PERCEPTIONS AT THE NINTH GRADE OF
MTS NEGERI 2 BANDAR LAMPUNG**

By:

IBNU SURYA PRATAMA

A Thesis

**Submitted in a Partial Fulfillment of
The Requirements for S-2 Degree**

in

**Language and Arts Education Department
Teacher Training and Education Faculty**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
2022**

Research Title : **The Effect of Using THIEVES Strategy on Students' Reading Comprehension across Learning Styles (Visual, Auditory, Kinesthetic) and Their Perceptions at the Ninth Grade of MTs Negeri 2 Bandar Lampung**

Student's Name : **Ibnu Surya Pratama**

Student's Number : **2023042020**

Study Program : **Master in English Language Teaching**

Faculty : **Teacher Training and Education**



Advisor

Co-Advisor

Dr. Muhammad Sukirlan, M.A.
NIP. 19641212 199003 1 003

Prof. Dr. Flora, M.Pd.
NIP 19600713 198603 2 001

**The Chairperson of Department
of Language and Arts Education**

**The Chairperson of Master
in English Language Teaching**

Dr. Nurlaksana Eko R., M.Pd.
NIP 19640106 198803 1 001

Prof. Dr. Flora, M.Pd.
NIP 19600713 198603 2 001

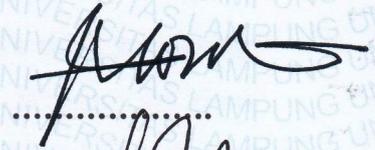
ADMITTED BY

1. Examination Committee

Chairperson : Dr. Muhammad Sukirlan, M.A.



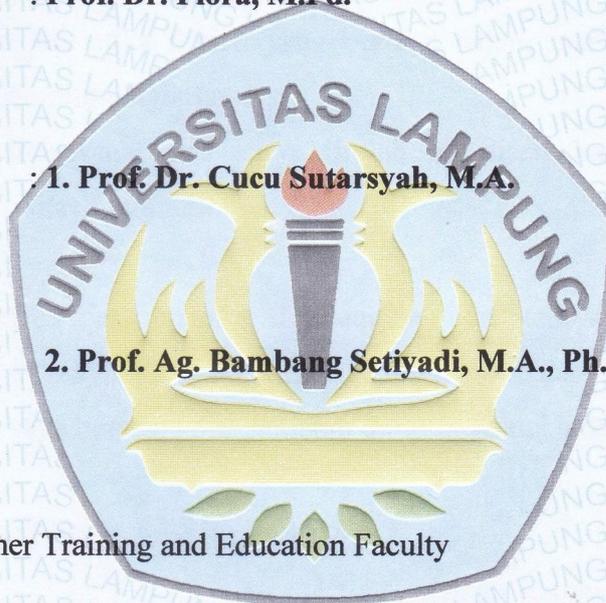
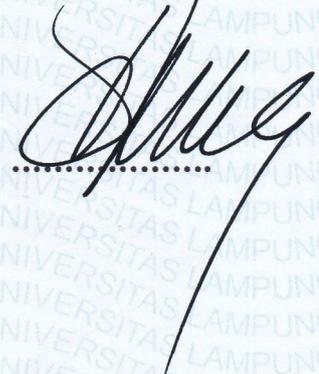
Secretary : Prof. Dr. Flora, M.Pd.



Examiners : 1. Prof. Dr. Cucu Sutarsyah, M.A.



2. Prof. Ag. Bambang Setiyadi, M.A., Ph.D.



2. Dean of Teacher Training and Education Faculty



Prof. Dr. Patuan Raja, M.Pd.

NIP. 19620804 198905 1 001

3. Graduated on: August 12th, 2022

LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Thesis dengan judul “The Effect of Using THIEVES Strategy on Students’ Reading Comprehension across Learning Styles (Visual, Auditory, Kinesthetic) and Their Perceptions at the Ninth Grade of MTs Negeri 2 Bandar Lampung” adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarisme.
2. Hak intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas pernyataan ini, apabila dikemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, 28 Agustus 2022
Yang membuat pernyataan,



Ibnu Surya Pratama
NPM 2023042020

CURRICULUM VITAE

Ibnu Surya Pratama was born in Jakarta, on August 01st. 1997. He is the First son of his father Sardi Chaniago and Nofrianti, S.E. He has one little sister Siti Zakiah Aviza, S.Sos.

He began his study at SD Negeri 02, South Jakarta. After he graduated from elementary school in 2009, he continued his study at SMP Negeri 1 Batusangkar and graduated in 2012. Then, he continued his study at SMA Negeri 1 Batusangkar, West Sumatera. He graduated in 2015. Furthermore, in 2015, he successfully passed the UMPTKIN program and accepted as a student of the English Education Study program of State Islamic University of Raden Intan Lampung. He got bachelor degree in 2020. Then, he extended his study for his Master in English Education Study Program, University of Lampung in 2020.

DEDICATION

The writer dedicates this work to:

1. His beloved Parents – Sardi and Nofrianti
2. His Sister – Siti Zakiah Aviza
3. His Almamater – University of Lampung
4. His Friends in Master of English Education Study Program
5. English Teachers

MOTTO

"Time won't make you forget, it will make you understand things."

ACKNOWLEDGEMENTS

Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and ability to finish this thesis. This thesis, entitled the effect of using THIEVES Strategy on students' reading comprehension across learning style, is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfillment of the requirements for S-2 degree. Among many individuals who gave generous suggestions for improving this thesis, first of all the writer would like to express his sincere gratitude and respect to:

1. Dr. Muhammad Sukirlan, M.A., as his first advisor, for his patience, encouragement, and who has been willing to spend his time to assist the writer in accomplishing this thesis.
2. Prof. Dr. Flora, M.Pd., as his second advisor who has contributed and given endless support, evaluations, comments, suggestions during the completion of this thesis.
3. Prof. Dr. Cucu Sutarsyah, M.A., as his first examiner, for his encouragement and contribution during the seminar until this thesis finished.
4. Prof. Ag. Bambang Setiyadi, M.A., Ph.D., as his second examiner, who have given his suggestions and criticism as well as his constructive ideas in improving the content of this paper.
5. My lecturers and administration staffs of English Education Study Program.
6. Special appreciation goes to MTsN 2 Bandar Lampung, especially to Dra. Isnaini Ramadhona, M.Pd., as the English teacher, and the students of class IX F for the cooperation during the research process.
7. My beloved parents, Sardi and Nofriati, SE. Thank you for your love, support, prayer, and everything you gave to me all the time.
8. My beloved sister, Siti Zakiah Aviza, S.sos. Thank you for your love, advice, support, and prayer.

10. My precious friends Dina Fitriana, Sonia Octavia, Faidzun Jatur Priona, and Arri Alfiantho. Thank you for the adventurous moments we had together. My college life could not be more amazing without you all.

11. My friends in Master Degree of English Department batch 2020. Thank you for the time we had together. I could not find any better friends than you all.

Finally, the writer believes that his writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, Agustus 2022

The Writer

Ibnu Surya Pratama

2023042020

LIST OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
IN COVER	iii
APPROVED BY	iv
ADMITTED BY	v
LEMBAR PERNYATAAN	vi
CURRICULUM VITAE	vii
DEDICATION	viii
MOTTO	ix
ACKNOWLEDGEMENTS	x
LIST OF CONTENTS	xii

I. INTRODUCTION

1.1. Background Of The Research1
1.2. Identification of the Problem	8
1.3. Limitation of The Problem	8
1.4. Formulation of The Problem.....	8
1.5. Objectives of The Research	9
1.6. Significance of The Research	9

II. LITERATURE REVIEW

2.1. Concept of Reading	11
2.1.1. Definition of Reading	11
2.1.2. Reading Comprehension	12
2.2. Concept of Genre Text	13
2.3. Concept of Narrative Text	14
2.3.1. Definition of Narrative Text	15
2.3.2. Generic Structures of Narrative Text	15
2.3.3. Types of Narrative Text	15
2.3.4. The Language Features of Narrative Text	17
2.4. Concept of THIEVES Strategy	17
2.4.1. Definition of THIEVES Strategy	17
2.4.2. The Procedures of THIEVES Strategy	18
2.4.3. The advantages of KWL Strategy	20
2.5. Concept of Teaching Reading	20
2.5.1. Definition of Teaching Reading	20
2.5.2. Principles of Teaching Reading	21
2.5.3. Teaching Reading Comprehension	23
2.6. Concept of Learning Styles	24
2.6.1. Definition of Learning Styles.....	25
2.6.2. Types of Learning Styles	25

2.7. Concept of Perception	26
2.7.1. Definition of Perception.....	27
2.7.2. Indicators of Perception	27
2.7.3. Types of Perceptions	29
2.8. Theoretical Assumption.	30

III. RESEARCH METHOD

3.1. Research Design	32
3.2. Variable of the Research	34
3.3. Population and Sample.....	34
3.3.1. Population.....	34
3.3.2. Sample.....	34
3.3.3. Data Collection Technique.....	35
3.3.4. Instrument of The Research	36
3.4. Validity and Reliability Testing	40
3.4.1. Validity	40
3.4.2. Reliability of the Test.....	41
3.5. Normality and Homogeneity Testing	42
3.5.1. Normality Testing	42
3.6. Homogeneity Test	43
3.7. Hypothetical Test	44

IV. RESULTS AND DISCUSSION

4.1. Result of Data Analysis.....	45
4.2. Result of the Implementation Process of Teaching Reading	46
4.3. Result of the Students' Reading Comprehension after Using Thieves Strategy.....	48
4.3.1. Result of Pre-test in Experimental Class.....	48
4.3.2. Result of The Post-Test in Experimental Class	49
4.4. Result of Students' Reading Comprehension after Using Thieves Strategy across Learning Style.....	51
4.4.1. Result of Students' Learning Style Questionnaire	51
4.4.2. Result of Qualitative Data Description	53
4.5. Discussion	56
4.5.1. The Effectiveness of THIEVES strategy on Students' Reading Comprehension.....	56
4.5.2. THIEVES Strategy across Students' Learning Styles	58
4.5.3. Students perception about THIEVES strategy.....	60

V. CONCLUSION AND SUGGESTION

5.1. Conclusion	63
5.2. Suggestion.....	64

REFERENCE

APPENDICES

I. INTRODUCTION

1.1. Background of the Research

Reading as one of the language skills takes many portions of time in the teaching and learning process in the class. In improving reading skills, the students have to realize that the aims of reading are to comprehend the text and what to comprehend, such as the main idea, supporting ideas, or the information that we need in the text. In reading, there is a process of interaction between the author with his language media and the reader with his knowledge and knowledge of the world (Sutarsyah, 2015). By reading, the students will get much information and knowledge that is very useful for them in the learning process.

Among four language skills, reading is considered important because it is an essential skill to be mastered to ensure learners' success in teaching English as a second language. And the success of teaching and learning depends on several factors, the teachers, learners, and strategies used in the teaching-learning process. Teachers should apply appropriate teaching strategies to establish the effectiveness of English language teaching. It will make it easier and more enjoyable for students to get knowledge.

According to Harmer (1998), Reading is useful for other purposes; any exposure to English (provide the students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as a part of the process of language acquisition is likely to be even more successful.

According to Sutarsyah (2015), Reading is actually a cognitive process where a reader engages in the mental process of knowing, learning, and understanding things. Also, Grabe (2002) states that reading is the ability to draw meaning from the printed page and interpret the information. From the

explanation above, reading means finding the message or information and understanding the meaning that the writer put into the text.

Nowadays, students can find information in written materials like books, magazines, and newspapers written in English. It is important for students to master and develop reading skills because; reading has become part of daily life. But they need the skill to comprehend the text that can be used to understand the materials that they read. Besides, the students' ability to comprehend the content of reading material depends in part on their knowledge about the topic of the reading selection.

Reading is a complex activity that requires perception and thought. Word recognition and comprehension are two connected processes in reading. The process of perceiving how written symbols correspond to one's spoken language is referred to as word recognition. Making an understanding of words, sentences, and connected material is the process of comprehension. This understanding is based on the interaction between the written words and how they activate information outside of the text or message. To understand written content, readers often use background information, vocabulary, grammatical understanding, experience with reading, and other skills (Elizabeth, 2003)

When reading, students usually make use of background knowledge, vocabulary, grammatical knowledge, and experience with the text. Background experience, known as background knowledge, plays a very important role in understanding a text (Sutarsyah,2015). It means that not all readers can comprehend a story in exactly the same way because each has different background experience from which to draw.

Based on the preliminary research, the data was retrieved from the score of the second-semester test and found that many students in the ninth grade of MTsN 2 Bandar Lampung still got under-average scores in reading. 71 students achieved a score above the criterion of minimum mastery. More than it, 129 students got score under the criterion of minimum mastery, and the criterion of minimum

mastery at ninth grade of MTsN 2 Bandar Lampung is 75. It could be inferred that most of the students still had difficulties in their reading comprehension.

The data of the research was retrieved from an interviewed English teacher in MTsN 2 Bandar Lampung. She said the eleventh grade students have some problems in reading comprehension. In reading text, the students do not understand about the content of the text, especially in narrative text. They did not know how to comprehend the text and get information from the text. Though the students sometimes knew the meaning of the words, they got difficulties conveying the meaning to the whole paragraph and during reading activities in teaching and learning process, students often lost their focus and consequently they talked to their friends for other business and considered reading a text was not an interesting activity in learning English, when teacher asked to their reading text, so the process of teaching reading did not run well.

Based on the interview, it was found that many students still get difficulties comprehending the text. Some of the students did not understand what they read. They read the text, but they were not able to comprehend the text. Besides, the students' lack of vocabulary, grammar and also did not recognize their learning styles. If the teacher gave questions, they could not answer the questions correctly because they had difficulties in comprehending the text. Furthermore, the students do not have good motivation in reading class because the students feel that reading activity is boring and not interesting. So, most of the students become passive and lazy in reading lessons.

The problems of reading comprehension can be caused by two factors. First, the students did not have good motivation to read because the text is not interesting and they should comprehend every word of the text and the students did not recognize their learning styles, so the teaching-learning did not run well

To increase the students' interest in reading, it needs appropriate techniques and strategies to help them as a solution for their problems. Using a strategy in teaching reading, it can make the teaching-learning process more effective and make students more active. A strategy can be defined as a mental

plan of action designed to achieve a specific purpose (Westwood, 2001). Without a good strategy in the teaching-learning process, it will have a bad effect on the students, especially in learning the material. The strategy helps to improve the students' reading as well as efficiency in reading. By using a strategy, students will be reading in the way that expert readers do and strategies also can help readers to process the text actively, monitor their comprehension, and connect what they are reading to their own knowledge and to other parts of the text (Richard, 2002).

In reading, there are many strategies that can be used for teaching reading. One of them is using THIEVES strategy. This strategy helps the students to improve their enthusiasm and attention in the process of teaching and learning English, especially reading comprehension. Their vocabulary and understanding of new words also improve. In relation to their comprehension of narrative text, the students are able to identify the main ideas and supporting details of paragraphs correctly.

According to Margaret (2005) Previewing text strategy is to teach students to generate questions and set purposes that will lead to more proficient processing of information. It aids students in making predictions about the text and can pique their interest and increase their motivation to read. According to Manz (2002), THIEVES is previewing strategy that sets the purpose for reading using easily remembered acronyms. Students learn how "steal" information from the title, headings, introduction, every first sentence, visuals /vocabulary, end of the chapter question and Summary. In other words, THIEVES may be presented as an individualized learning tool for students. This strategy is a unit of study in which students learn a range of reading warm-up activities and understand individual differences and preferences related to the reading process. Self-directed worksheets may be created to support students in their early application of THIEVES strategy.

However, in the process of teaching learning, it is necessary to have the tools or media that can be engage in learning activities. . Cantril and Allport (1935) found that 68% of U.S. college students had the radio on while they

studied. Also Lin (2015:199) found that the news video affected the students' reading comprehension far more severely in the test than in the background environment. Thus, in this research, narrative video will be used relate to the students reading comprehension.

According to Gear (2008), THIEVES strategy is helpful for trying to determine what is important in a piece of informational text. It means that THIEVES make reading much easier. After reading, the students will find the main idea of the text. It will be easy to find the most important information that they need about the text. THIEVES strategy is suitable for the ungrammatical. In this THIEVES strategy, the students can be 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 get the motivation to learn English, especially in reading.

Nunan (1991) states that learning styles refer to any individual's preferred ways of going about learning. Several factors that can influence students' reading comprehension are learning styles, such as visual, auditory, and kinesthetic. Although many researchers show that THIEVES strategy is effective in teaching reading in certain circumstances, it is still questioned whether this strategy is also effective for students who have different learning styles. There were significant relationships between the subject's sensory learning style and reading comprehension level (William, 2010).

According to Mackeracher in Moussa (2012), learning style is sometimes defined as the characteristic, cognitive, affective, social and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment. It can be concluded that learning style is how the students face their learning process or perceive every learning situation so they can learn more easily.

There are three learning styles first learning with visual learning style are the learning like to learn through written language, such as reading and writing task. They learn through what they saw. Sabatova (2008) states that they like to

write down direction and pay better attention. The students who have predominant visual learning style are called visual students. The students able to perform a new task after reading instruction, watching someone else does it first and studying charts, drawing or other graphic information.

Meanwhile, auditory learning style is the learning often talks to themselves. They read aloud and may move their lips. The auditory learners learn through what they have heard. They are like to hear sound of the word to learn. Music, intonation, dialogue and voice play assist them to gain success in learning. Sabatova (2008) states that auditory learner do better to talk to a collage or tape recording and hearing. Also, Haggart (2002) states that auditory learning prefer to learn by verbal instruction from themselves or others. Thus, discussions, “thinking out loud,” and listening is their favorite learning approaches (Haggart, 2003).

Then, kinesthetic students usually make every move and emotion to help them to learn something. When listening to the material, they make notes for the shake of moving their hands. They will be best able to perform, learning as they go. Kinesthetic learners prefer to learn by doing and direct involvement (Haggart, 2002). Kinesthetic learners learn best when they combine movements using their large or gross motor muscles. This type of learner is always moving, often prefers to learn in a single style, and struggles to convert what he or she has learned into writing (Wayman, 2003).

Many studies stated about the connection between the students' learning style and teachers' style or teachers' strategy in the learning process, both of them are inseparable. When the teacher knows the students' learning style, a suitable and appropriate strategy can be provided by the teacher for an active and fun teaching-learning process because the strategy given will be matched to accommodate what the students read. According to Zapalska and Dabb (2002), an understanding of the way students learn improves the selection of teaching strategies best suited to student learning. The mismatch between teaching strategy and students' learning style causes learning failure, frustration, and demotivation.

Perceptionist is the process by which organisms interpret and organize sensation to produce a meaningful experience of the past. Teachers have many perceptions of themselves in practicing English language teaching in the classroom. As Robert (1997) notes that most teachers conduct social studies lessons in the same way and that little has changed over decades, that is, they continue to use teacher-centered delivery rather than student-centered inquiry strategies. Some experienced teachers believe that teaching the English language in the classroom should be teacher centers because the teacher as the expert who has the authority to present the material or the information in the classroom. But, another teacher also believes that the student-centered is an appropriate method to apply because it can promote students more active and enthusiastic in participating in classroom activities when presenting the material. And some teachers still kept on their belief in applying a traditional way of teaching, and other teachers who have changed into new beliefs affecting by changing into new methods in their way of teaching.

Besides, the students' perception can bring much more benefit for teachers' future improvement, because it can evaluate teachers' teaching in the classroom through analyzing students' perception (Robert, 1997). Students' perception also becomes such a tool to measure the successful teaching and learning process in the classroom. It is proved that when students perceived well they also will act well performance to achieve teachers' objectives in the class.

In addition, after looking at the reference related to the research that is going to be done by the researcher, there was some previous research that had been done by (Rahma, 2013). In her research, she found that there is no significant effect of learning style on students' reading comprehension achievement. But, relatively, it is found that kinesthetic tends to be the best among other learning styles in reading comprehension achievement. Also, In previous research was done by Ananda (2018) entitled *The Effectiveness of Using Thieves Strategy in Teaching Reading of Recount Text*. He conducted research at the Eighth Grade Students of SMP Negeri 23 Semarang in the Academic Year of 2015/2016). The result was that thieves technique had the effect of improving students' reading

comprehension than teaching reading comprehension in the descriptive text without thieves technique.

However, the previous research did not explore more about students reading comprehension in relation with learning style. Also, the researcher is interested to know the students' perception of the use of THIEVES strategy towards reading comprehension, especially in narrative text. Therefore, in this current research, the researcher would like to apply THIEVES strategy in order to see the effect of this strategy on eleventh graders across learning styles on students reading comprehension and their perceptions of the technique.

In this research, the writer would like to find out whether or not there is a significant contribution of THIEVES strategy toward the students reading comprehension in narrative text across their learning styles and also the students perceptions about the technique.

1.2. Identification of the Problem

Based on the problems above, the researcher identified the problem as follows:

- 1) Lack of knowledge about vocabularies and grammar.
- 2) They got difficulties in comprehend the text especially in narrative text and did not consider their learning styles.
- 3) Students' perceptions about the technique.

1.3. Limitation the Problem

From the identification of the problem, this research was only focusing on the effect of using THIEVES strategy across learning and the students' perceptions about the technique.

1.4. Formulations of the Problem

Based on the background, this study focused on the use of THIEVES strategy on students' reading comprehension across students learning style and their perceptions of the technique. The problems of the study were formulated as follows:

- 1) Is there any significant difference in reading comprehension before and after they are taught by using THIEVES strategy?
- 2) Is there any difference in students' reading comprehension with different learning styles (visual, auditory, kinesthetic) after they are taught by using THIEVES strategy?
- 3) What is the students' perception towards the THIEVES strategy used by the teacher in teaching reading?

1.5. Objective of the Research

Based on the research problem, the formulated research objectives were as follow:

- 1) To know the effect of using THIEVES strategy in teaching reading to the eleventh grade
- 2) To know differences of students reading comprehension with different learning styles after they taught by using THIEVES strategy
- 3) To know the students' perception towards the THIEVES strategy that used by teacher in teaching reading.

1.6. Significances of the Research

The result of this study is expected to give theoretical and practical meaningful contributions to English and the learning process.

1) Theoretically

The research of this study can be worthy of supporting the existing strategy of teaching reading, in particular teaching of reading narrative text.

2) Practically

The result of this research can give a contribution to the teaching and learning practice of English foreign language, especially for:

a. English teacher

To help teachers in the teaching-learning process and provide active learning, creative, effective, innovative, and fun for students in the class. The researcher hopes it can be an additional strategy in teaching reading.

b. Students

- It might motivate students to improve their interest in reading since they would find out that English reading material was not complicated, boring, or monotonous.

- By understanding learning style and reading strategies can make students easy to study English in reading language subjects and comprehend what they read

- Increasing the knowledge about the students' perception of the effect of teachers' creativity in the teaching-learning process toward students' reading comprehension.

c. Reader

This research is hoped that it can give more beneficial information and knowledge to the reader.

d. Researcher

This study can be used by researchers to have new experience in the teaching-learning process and gives an insightful knowledge of English proficiency, especially in teaching reading.

II. LITERATURE REVIEW

2.1. Concept of Reading

Reading is the process of looking at a series of written symbols and absorbing meaning and information from them. According to Grabe (2016) reading is an interactive process between the reader and written text to gain meaning. It means that reading is a process of getting meaning between the reader and the text to get the result from the text.

Ahmadi in Gilakjani (2016) states that the purpose of reading is to get a valid message from the writer and deliver it to the reader. It means that reading is a process between the reader and the text to gain the information from the text to the reader.

From all definitions, it can be said that reading aims to get information to the reader whether they read for pleasure or not because the information is a crucial aspect to the people who read and the aim of their reading is to get comprehension or meaning of the material content.

2.1.1. Definition of Reading

In learning English, reading becomes one of the important language skills. According to Anderson (2010), Reading is a process in that we need to analyze, interpret, and coordinate a type of information source. It can be said that reading is a skill that we have to master to achieve one goal.

Saravallo (2010) stated that reading is a thinking process in understanding the meaning of the text. It means that reading is a process of understanding the reader to get or absorb the information from writers about what they have read. Also, Weir in Grabe's book (2009) stated that the process of receiving information implied through a print of media into language is the definition of reading. It means reading is a process of thinking and absorbing information from the written text to get meaning from it.

According to Ifrianti (2013), reading involves the ability to read and the student's experience comprehending the text. It means that reading involves the

ability and receiving the meaning of the written text. Also, Moreillon (2017) states that reading is making meaning from print and visual information. It means that the reader receives data and messages from the text by reading.

Hence, from the explanation of various definitions of reading, it can be said that a universally acceptable reading definition does not exist. However, a simple conclusion can be given to make it easier to comprehend the definition of reading. Reading is a processing activity or ability on purpose to comprehend the meaning or information from a printed page.

2.1.2. Reading Comprehension

The goal of reading is a comprehension of the text. Students will face lots of text in their daily life to be comprehended. Donna (2013) states that comprehension is a constructive way that the principal meaning will be determined from a composite of what is written and the previous knowledge related to the topic. It means that reading comprehension is the reader absorbing meaning in the written text before and after reading the text.

Wainwright in Ifrianti (2013) states that reading comprehension is a complex process involving various succeeded or failed capabilities. It means that reading comprehension is the process of a reader on reading activities to understand a text. It is necessary for students to master reading comprehension to understand every text they will be reading while learning English.

Simarmata (2014) states that reading comprehension is the reader's ability to read the text, process it and understand its meaning. It means that reading comprehension is the reader's ability to understand the text that the author is trying to convey. According to Elizabeth (2011), reading comprehension is about understanding written text. It means that when reading, a reader's activeness must proceed and be developed to become a competent reader.

It can be concluded that **reading** involves translating the text into sounds or spoken words, **comprehension** involves deriving meaning from those words. Both reading skills and comprehension skills are essential if a student is to be able to understand a text, but reading must come first. The student cannot understand a text if he or she cannot identify the written words. It is for this reason that we should concentrate on teaching reading first. It is also suggested that we should

develop an understanding of written words simultaneously. Thus, reading skills should not be learned in isolation from comprehension skills. There is little point in being able to read a passage that one cannot understand. For this reason, the student's comprehension skills should be developed through stories and poems and speaking and listening activities while being taught decoding skills. Once a student has fluency in reading, comprehension becomes the greater focus.

2.2. Concept of Genre Text

As we know, a complete social and contextual language unit in the form of spoken and written languages is called text. As for the characteristics of a good text, it is a text that has a texture that is the binding of each clause in the text to form a unified whole, and the texture consists of coherence and cohesion.

According to Emilia (2015), the term text comes from Latin, which means weaving. And then, the word text is related to the word textile. Text is defined as words or sentences that are woven to create a unified whole. It means the text is a word arranged into a single unified whole. And then, genre can be defined as how we get things done through language – the ways we exchange information and knowledge and interact socially.

Many kinds of text in reading ability such as recount, descriptive, report, explanation, exposition, discussion, procedure, narrative, news story, and others. It has different text, definition, function, and generic structure also. There are classifies the genre into types there are as follows:

1) Recount

Recount text is a type of text that retells events or experiences that have passed. Recount text is usually based on direct experience from the author but can also be imaginative or outside the author's experience.

2) Descriptive

Descriptive aims to identify several characteristics of an object or phenomenon that describe each feature in rotation. Descriptive texts provide information about the topics discussed. This description section can be sorted from the most important to the least important.

3) Report

Report text is a type of text that presents information clearly and concisely. Report text classifies and illustrates a phenomenon in the world. Reports tell a group as a whole or in general.

4) Explanation

Explanation text is a kind of text for how or why things are as they are. An explanation sets out the logical steps in a process.

5) Exposition

Exposition is a critical evaluation of an idea. Exposition aims to express arguments about an issue and justify it. Expositions are usually found in essays, editorials, political debates, and commentaries.

6) Discussion

Discussion is an issue in the light of some kind of “frame” or position to provide more than one point of view on an issue.

7) Procedure

Procedure is a text we often encounter in everyday life, in manuals and recipes. Text procedures aim to show how things are done or show the reader how to do things or actions in a particular order.

8) Narrative

Narrative is a text to amuse, entertain, and deal with actual or vicarious experiences differently.

9) News item

News Item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

Thus, in this research, the researcher chooses narrative text as the material for reading comprehension based on curriculum 13 at MTsN 2 Bandar Lampung.

2.3. Concept of Narrative Text

Based on the syllabus of School-Based Curriculum 2006 (KTSP), there are three types of reading text learned by tenth grade students of Senior High School on the second year.

They are Narrative, Descriptive and News items. The students are expected to understand and master the kinds of texts after learning English. This

research focuses on the narrative text relevant to the syllabus used in tenth grade of senior high school.

2.3.1. Definition of Narrative Text

Narrative text is the discourse in the first person or third person in a special oriented to characters and all of them are based on the chronological order (Tarigan, 1987:56), which the function is to amuse, entertain, and deal with actual or various experience in different ways (Iwuk, 2007). Narrative text has many types and they are typically imaginary including fairy stories, mysteries, science, fiction, horror stories, adventure stories, romances, parables, fables, moral tales, myths, legends, and historical stories. Still, they can be factual including autobiography and biography or a combination of both.

2.3.2. Generic Structures of Narrative Text

Narrative text consists of three generic structures which are orientation, complication, and resolution as explain on the following:

1) Orientation

In this part, the author introduced who is involved, where the events took place, and when it happened.

2) Complication

A complication is when a problem or a dilemma disrupts the normal life or comfort of the characters and sets off a sequence of interesting events. This complication will involve the main characters and oven serves to temporally toward them from reaching their goal.

3) Resolution

In resolution, where the problems in the story is solved it may “happy ending” or “sad ending”.

2.3.3. Types of Narrative Text

According to Risdianto (2012), many different narrative text types exist. Those are:

1) Humor

A humorous narrative aims to make the listener or reader laugh while telling a story.

2) Mystery/Horror

These types contain identification, investigation, secret, and surveillance.

3) Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together.

4) Fantasy

It may simply be a basic chronological narrative set in fantasy words, but some fantasy narratives also extend the 'fantastic' element to the structure.

5) Science Fiction

Science fiction narratives involve science and technology, which are based upon some imagined development of science.

6) Folktales

Folktales are usually told about ordinary and hardworking folks who use their wits and smarts to get them out of difficult situations.

7) Diary novels

This type has the text presented like diary entries.

8) Adventure

This type includes struggle, danger, survival, heroic, and treacherous events that the characters have to solve.

9) Fables

Fables is a short allegorical narrative making a moral point, traditionally utilizing animal character who speak and act like human beings

10) Myths

Myths focus on stories that try to explain something about certain of the origin of people, places, and things or phenomena either in nature.

11) Legend

It is a narrative of human actions perceived by teller and listeners to occur within human history. Typically, a legend is a short traditional history narrative performed in a conventional mode.

12) Fairytale

Fairytale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantment.

13) Personal Experiences

It is an account of significant events in the narrator's life or the community.

Thus, using the THIEVES strategy, the researcher uses the theme of fairy tales, legends, and fables as the topic of the material during treatment.

2.3.4. The Language Features of Narrative Text

There are language features which can be found in the narrative text as the following characteristics (Joyce & Feez, 2000):

- a) Specific often individual participants with defined identities. Major participants are humans or sometimes animals with human characteristics.
- b) Mainly use action verbs (material processes) that describe what happens.
- c) Many narratives also use thinking verbs (mental processes) that give us information about what participants think or feel, such as wondered, remembered, thought, felt, and disliked.
- d) Normally use past tense
- e) Dialogue often includes and uses several saying verb (verbal process) such as said, asked, and replied. The tense may change to the present or future in the dialogue. Sometimes these saying verbs also indicate how something is said.

2.4. Concept of THIEVES strategy

Strategy is one of the important aspects for the teacher to get success and solve the problem in the learning process. A strategy can be defined as a mental plan of action designed to achieve a specific purpose (Westwood, 2001). Many strategies can be used in teaching reading, such as THIEVES strategy. THIEVES is an acronym for Title, Heading Introduction, Every first sentence, Visual/Vocabulary, End of the text and Summary.

2.4.1. Definition of THIEVES strategy

THIEVES strategy as a teaching strategy was effective in teaching reading, especially for senior high school. This strategy helps the students

improve their enthusiasm and attention in teaching and learning English, especially reading comprehension. Their vocabulary and understanding of new words also improve. In relation to their comprehension of reading text, the students are able to identify the main ideas and supporting details of paragraphs correctly. According to Margaret (2005), Previewing text strategy is to teach students to generate questions and set purposes that will lead to more proficient information processing. It aids students in making predictions about the text, piques their interest, and increases their motivation to read.

According to Manz (2002), THIEVES is previewing strategy that sets the purpose for reading using an easily remembered acronyms. Students learn how “steal” information from the title, headings, introduction, every first sentence, visuals /vocabulary, end of the chapter question and Summary.

In other words, THIEVES may be presented as an individualized learning tool for students. This strategy is a unit of study in which students learn a range of reading warm-up activities and understand individual differences and preferences related to the reading process. Self-directed worksheets may be created to support students in their early application of THIEVES strategy.

During preliminary applications of THIEVES strategy, students are encouraged to understand what they preview. It intensifies the process by adding an active sensory component. It also enables the teacher or the researcher to observe the students in the learning process by using THIEVES strategy. This strategy helps determine what is important in a place of information text. This definition emphasizes that THIEVES make reading that much easier. The students will find that, after reading the text's content, they will easily find the most important information they need about the text because they know to be a THIEVES. It can be concluded that the teacher can use THIEVES strategy in teaching reading. This strategy is not only simple in procedure but also can help the students activate their background knowledge to comprehend reading text.

2.4.2. The procedures of THIEVES strategy

There are step in doing THIEVES strategy. The procedure of using THIEVES strategy is described as the following (Judy, 2012)

1) The teacher writes component of THIEVES on whiteboard and explained the THIEVES acronym.

a) Title

Look at the title, and think about what will be included in the text. Think about what is already known about the topic.

b) Heading

Look at the heading. Think of ways to turn the heading into a question.

c) Introduction

Read the introductory paragraph and think of what is most important.

d) Every first Sentence

Read every first sentence for each paragraph.

e) Visual and Vocabulary

Look at photograph, maps, and other graphics. What do they illustrate? Look for important vocabulary words, and define them in the content.

f) Ending

Read the last paragraph and think of what is most important.

g) Summary

Collaborate all of previous component of THIEVES and make summary from them.

2) Facilitate student learning by modeling how to use this strategy until such time as they are comfortable with the step in the process.

3) Teacher play the short narrative video on Projector LCD (such as: Fable, Fairy Tale, and Legend)

3) The students work individually.

4) Teacher selects one of narrative video which appropriate with the reading level with the eleventh grade.

5) The teacher gives students THIEVES worksheet and ask them to complete the worksheet based on video text on the screen.

6) The teacher guides students to complete the components of THIEVES one by one. Students complete the worksheet without read all of body of the text.

2.4.3. The advantages of THIEVES strategy

Based on the concept of THIEVES, the advantages of this strategy are (Judy, 2012):

- 1) Requires moderate advance preparation from the teacher.
- 2) Makes acronyms easy to remember.
- 3) Easy adapted for independent studying.
- 4) Serves as study guide for students that lack a successful method of study.
- 5) Helps students monitor comprehension.

2.5. Concept of Teaching Reading

Teaching is defined as the management of learning which is done by a teacher in a class and managed of learning organized in general that several methodological options exist. Still, the learners are guided in any particular moment by a compass consisting of asset values, some knowledge and experience, and a commitment to particular learning outcomes. It means that teaching is the process of managing the class to effectively and efficiently reach the study objectives.

2.5.1. Definition of Teaching Reading

Teaching is a complex process that not only gives information but also transfers knowledge and skill from the teacher to the students. Therefore, “Teaching as helping, facilitating, and giving instructions on how to learn and get something or knowledge”. Teaching reading itself is a complex process involving decoding skills, fluency and reading comprehension (Hibbard and Elizabeth, 2013).

According to Brown (2000), teaching can be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study something, providing the knowledge, causing to know or understanding”.

There are many activities that can be done especially in the process of teaching and learning in the classroom. Anderson (2003) states that teaching reading usually has at least two aspects. First, it can refer to teaching learners to

learn to read for the first time. The second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.

From the explanation above, the researcher can conclude that teaching is the process of transferring information or new knowledge to learners. Besides that, the students also have learned how to read in one language, they do not learn how to read again in a second or foreign language, but rather they learn how to transfer skills that they have already learned to the new reading context in a new language

2.5.2. Principles of Teaching Reading

There are eight principles for teaching reading, they are (Brown, 2004):

a) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's language works, knowledge of how the second language works, and cultural background and knowledge.

b) Build a strong vocabulary base

Recent research emphasized the importance of vocabulary to successful reading. As I have developed my philosophy of the role of vocabulary should be explicitly taught and L2 readers should be taught to use context to guess the meanings of less frequent vocabulary effectively. From the explanation above, the vocabulary base must be mastered by the learners because it is the part to understand the text.

c) Teach for comprehension

In many reading instruction programs, more emphasis and time may be placed on *testing* reading comprehension than on *teaching* readers how to comprehend. Monitoring comprehension is essential to successful reading. So, the teacher must have a hard effort to teach the learners. So, the teacher must have hard creation to teach the learners.

d) Work increasing reading rate

One great difficulty in the school language reading classroom is that much of their reading is not fluent, even when language learners can read. Often, in our efforts to assist students in increasing their reading rate, teachers over-emphasize accuracy which impedes fluency. The writer can conclude that the teacher must work hard to find the balance between improving reading rate and developing reading comprehension skills.

e) Teach reading strategies

Strategies are “the tools or active”, self-directed involvement necessary for developing communicative ability. To achieve the desired result, students need to learn how to use a range of reading strategies that match their purpose of reading.

f) Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious from strategy to skill.

g) Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and informal perspective requires time and training. Here, the assessment will be included in the reading classroom.

h) Strive for continuous improvement as a reading teaching.

The quality of the individual teacher is integral to the success of second or foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping readers discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom.

2.5.3. Teaching Reading Comprehension

In teaching reading comprehension needs some strategies to help students comprehend the reading texts. There are ten strategies can be applied in teaching reading comprehension (Brown, 2000):

1) Identifying the purpose in reading

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information where the reader know what information they want to know in reading the texts.

2) Using graphemes rules and patterns to aid in bottom up decoding (especially for the beginning level learners).

At the beginning levels of learning English, one of the difficulties that students encounter in reading is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc.) and the sound words with final silent “e” such as (late, time, bite, etc.).

3) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

4) Skimming the text for the main ideas.

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives the readers advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

5) Scanning the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

6) Using semantic mapping or clustering.

Readers can resume the long string of ideas or events by grouping the important key of the word that get from reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text.

7) Guessing when you are not certain

Guess are an extremely broad category. Learners can use guessing to their advantages to:

- Guess the meaning of a word.
- Guess grammatical relationship (e.g., a pronoun reference).
- Guess a discourse relationship.
- Infer implied meaning (“between the lines”).
- Guess about a cultural reference, and
- Guess content messages.

Those strategies can be used for the English teacher to overcome the difficulties in the students’ reading comprehension. Moreover, the students should encourage themselves to be strong readers, because it help the students in all the other subjects and in the personal and professional lives on their future.

2.6. Concept of Learning Styles

Learning style is a student’s consistent way of responding to and using stimuli in the context of learning. Keefe (1979) in Moussa (2014) defined learning styles as cognitive, affective, and physiological factors that are indicators of how learners perceive, interact with, and respond to a learning environment. It means that learning styles are factors for the learner to respond to a learning environment. Furthermore, Stewart (1992) in Moussa (2014) defined learning styles as educational conditions in that learners prefer to learn. It means that

learning styles are not concerned with what learners learn but rather how they prefer to learn and absorb the information or what they have learned. It can be concluded that learning style is a way to respond to the context of learning and how the learner prefers to learn.

2.6.1. Definition of Learning Style

Learning styles allow students to absorb and understand information or idea. On the other side, it could be said that learning styles are the student preferred ways of learning. And use stimulants to absorb and then organize and process information in the learning process.

Furthermore, Dunn (2014) stated that learning style is how each learner begins to concentrate on the process, absorb and retain new and difficult information. It means that learning style is how every learner absorbs and perceives the information in their own way. It can be concluded that learning styles are ways a person prefers to learn and absorb the information in their own way.

2.6.2. Types of Learning Styles

There are three kind of learning styles. According Chislett and Champman (2005) They are visual, auditory and kinesthetic learning styles.

1) Visual Learning Style

Visual learning is a learning style in which learners learn by seeing the object. DePorter in Sofiyan (2018) stated that each learning style could be explained that visual learning style access visual images created nor remembered, colour, spatial relations, mental portraits and images stand out in this learning style. It means that visual learning is a learner who needs visual sense to absorb information.

Sutikno (2017) stated that visual learning style is a learning style that vision has an important role. It means that visual learning style focuses on the media display or object related to the lesson.

Furthermore, Tileston (2011) stated that visual learners need a mental model that they can see. It can be concluded that visual learning style is students' preferences in how they use their abilities to acquire and think about knowledge in

visual sense. Visual learners are intended to be talkative, diligent and tidy. However, in order to learn best by seeing, they tend to do fewer verbal things.

2) Auditory Learning Style

Auditory learning is a learning style in which a person learns through listening. According to Coffield (2004) in Chieke, J.C. (2017), auditory learning style is a process by which individuals learn via listening to tapes, radios and lectures. It means that auditory learner process and absorb information through listening to the media.

Furthermore, Abbas (2012) stated that auditory learners discover information through listening and interpreting information by means of pitch, emphasis and speed. It means that this learning style puts hearing as the primary tool for absorbing information or knowledge. It can be concluded that auditory learners use their sense of hearing to understand and absorb the information and comprehend knowledge.

3) Kinesthetic Learning Style

Kinesthetic learning style is the way people absorb information through their physical movement to understand and learn the world around them. According to Sutikno (2017), kinesthetic learning style is the learning style through moving, touching, and doing. It means that kinesthetic is a learner who will show a preference and physical activity involving bodily movement. It can be concluded that kinesthetic learning style is the way students comprehend the information or to understand what they read through body movement like playing coin in their pocket or playing fidget spinner and etc.

2.7. Concept of Perception

There are some definitions that are given by several experts as follows: According to Robbin (1995) perception is the process taken by individuals to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as people recognition and interpretation of sensory information. Perception also includes how how people respond the information. People can think of perception as a process where they take in sensory information from environment and use the information in order to interact

with environment. Perception allows people to take the sensory information in and make it into something meaningful.

2.7.1. Definition of Perception

According to Barry (1998) found that perception is the set of process by which we recognize, organize, and make stimulatory in our environment the key distinction between the two main theories of perceptions the emphasize each gives to the role of sensation and higher cognitive process in perception.

Perception is defined variously by different scholars as Choy et al (2009) has stated, perception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation and social interactions. The perceptions of an individual eventually give rise to an individual's attitudes. Millikan (2004) also states that perception is a way of understanding natural signs or, better of translating natural signs into intentional signs. According to Leavitt (2002) found that the definition of perception in the narrow sense is right, how to see something. While, generally perception is opinion and how to define something.

Lindsay and Norman (1997) states that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, noses, tongue, or skin.

Based on some definitions of perception above, perception is a process of interpretation of a present stimulus, where people express their sense and their interpretation of the past experience. To know the success of teachers teaching, we need to know the students perception. And important to improving teaching, student learning, and student achievement is a firm understanding of students beliefs and perceptions.

2.7.2. Indicators of perception

According to Robbins (2003) there are two indicators of perception:

- a) Acceptance

The process of acceptance or reabsorption is indicator of perception in

physiology stage, it is about the function of the five sense in grasping external stimulus.

b) Evaluation

The external stimulus that have been grasped will evaluate. It is a subjective evaluation. It will be different perception of each person in environment.

Although the stimuli received from each individual's senses are the same, each individual has different ways of evaluating. In line with the above opinion is also expressed by other experts as well as according to Hamka (2002), indicators of perception there are two kinds, namely.

a) Absorbs

The stimulus that is outside the individual is absorbed through the senses, enters the brain, gets place. There is an analytical process, classified and organized with individual experiences that have been previously owned. Hence the absorption is individually different from each other even if the same absorbed stimulus is the same.

b) Understand

Understand namely indicators of perception as a result of classification process and organization. This stage occurs in a psychic process. The results of analysis in the form of understanding. Understanding is also subjective, different for each individual.

Meanwhile, according to Walgito (1990) perceptual indicators there are three kinds:

- a) Absorption of stimuli or objects from outside the individual. Stimulate or object is absorbed or accepted by the five senses, both sight, hearing, touch, smell, and tasting individually or together. From the results of absorption or acceptance by the sensory devices will get a picture, response, or impression in the brain. The description may be singular or plural, depending on the object of perception observed. Inside the brain are collected images or impressions, both old and newly formed. Obviously whether the picture depends on whether or not the excitement,

the sensitivity of the sense apparatus and the time, has just or has been a long time.

b) Understanding

After there are images or impressions in the brain, then the picture is organized, classified (classified), compared, interpreted, so that the form of understanding. The process of understanding is very unique and fast. The notion that is formed depends also on the old images that have been owned by the previous individual (called apperception).

c) Assessment or evaluation

After the form of understanding or understanding, there was an assessment of the individual. The individual compares the newly acquired understanding to the subjective criteria or norms of the individual. Individual assessment is different even though the object is the same. Therefore perception is individual.

The comparison of the three indicator perception above are the first opinion the perception is exist when there are the acceptance and evaluation of students, meanwhile from the second opinion it is different that are the perception can exist when there are the absorbs and understand of the students. Then, the third opinion consolidates the two indicator perception before they are absorption or acceptance, understanding and assessment or evaluation.

2.7.3. Types of perceptions

Based on explanation from perception, according to Robin (2003) there are three types of perception as follows:

1) Person perception

Person perception refers to those processes by which we come to know and think about other, their characteristic, qualities, and inner state.

2) Social perception

Social perception means that trying to understand people whether they are professional athletes, politicals, leaders, criminal defendants, entertainer, or loved and closer to home is not esey task. Perception does not occur in vacuum instead we bring to bear prior knowledge that we are have structure and stored

in our heads for the processing for new information about individuals. Social life dictates that we be do something more than creatures of the moment. Sustained patterns of interaction of social relationship require us to retain information, as the situation require. Without memory we should react to every event as if it we unique, and if we did not remember the fact, we should be in capable of thinking of reasoning.

3) Perception of situation

Social psycholinguistics views a situation as all the social factors that influence a persons' experience or behavior at a given time, and given a place. It is an interaction of time and space within which we act in specific ways. The situational contest in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge. Depending on which stimuli we register. The linkage we make among these stimuli in our interpretation of the stimuli.

2.8. Theoretical Assumption

Reading is an important skill in our life since from reading activity we can get information and knowledge. Teaching reading should be done carefully and effectively. However, the students still have the difficulties to tell some information from their reading text, most of them did not have some ideas or opinion to clarify the information in the reading text. Many strategies that can be used in teaching reading. One alternative technique that can be used in teaching reading is THIEVES. This strategy gives the opportunity to find out the information before they read until they get motivation in learning English especially in reading. Besides, the use of media video while teaching reading using THIVES is assumed can give the benefit to encourage the students' interest to have their attentiton on the text provided on the video.

As mentioned before, this research wants to know the difference of students reading comprehension before and after using THIEVES Strategy; the difference between students with visual and auditory learning style and their perception towards the strategy used. Therefore, the researcher tries to decrcribe the improvement of students reading comprehension by showing some related studies

which found out that there were significant improvement on students reading comprehension after using THIEVES strategy.

Based on the statement of some previous studies, the researcher assumes that THIEVES strategy could help students to improve their reading comprehension. In THIEVES strategy, students work as individually to gain the information of text by using acronym that provided in THIEVES form. Also, the researcher assumes that students' learning style can affect their achievement in reading, where the students with visual learn more by looking the visual object of text. Besides, the auditory learners learn more by observe the sound or the command. Matching learning style with the THIEVES strategies in reading will increase the students' achievement especially in reading comprehension.

The researcher also wants to know the students' perception about the THIEVES strategy while learning reading. Based on some previous studies, the perception and learning are interrelated because the perceptions can influences someone's thinking. Furthermore, the researcher assumes that students perception can affect their score in reading even in positive or negative perception.

Since the THIEVES strategies can be used to improve students reading comprehension and the perception can influence someone's thinking and achievement. There was no researcher who tried to implement the THIEVES strategy related to students' learning style. Hence, the researcher will conduct a research about the effectiveness of THIEVES strategy with deeper investigation to the students' learning style and the students perception about the strategy used.

III. RESEARCH METHOD

This chapter provides an overview of research design, population, sampling and sample, instrumentation of the research, validity and reliability testing, normality and homogeneity testing technique data collection, technique of data analysis and hypothesis testing.

3.1. Research Design

This study used mixed method because it intended to collect both quantitative and qualitative data. The quantitative data was needed answer the first and the second research question about the effect of THIEVES strategy toward the students reading comprehension in narrative text across learning style. To collect those quantitative data, it was used both pre- test and post- test. Then, the qualitative data was needed to answer the third research question, that is the students' perception about the technique. The qualitative data were collected by using open- ended questions in interview.

Moreover, the method was used quasi experimental research design. Quasi experimental design was a research design that includes assignment, but not random assignment of participants to groups. It was because the experimenter cannot artificially create groups for the experiment (Cresswell, 2012). It means that the researcher did not have the opportunity for random assignment of students to special groups in different conditions because it will disturb the classroom learning. Ary et.al (2010) stated that variety of quasi experimental designs which can be divided into two main categories, there were pretest and posttest. The goal of the experimental was to use design that provide full experimental control through the use of randomization procedure. From the statement above it was used quasi experimental design to know the students' reading comprehension in narrative text by using THIEVES strategy. Quasi experimental included assignment of participant to group and gave the treatment, but not using random subject.

This research used one class. There were pre – test and post – test group design.

The design was presented as follows :

G1 = T1 X1 T2

Notes :

G1 = experimental class

T1 = Pre-Test. This test was given to see the students' reading comprehension before treatments

T2 = Post – Test. This test was given after the treatment to see the result after the treatment

X1 = treatment with THIEVES technique

The experimental class was taught by using THIEVES strategy as a treatment(X). In this research, experimental class was given pre-test before treatment to know the students' early achievement in reading comprehension. After that, they were given post – test after treatment.

To get deeper information, it was needed to determine what aspect of the quantitative result to follow up on. In this case, it was needed to know what learners' perceive about the use of THIEVES strategy on Students' Reading Comprehension in Narrative text Across Learning Style, whether the technique were motivating, interesting, encouraging, contextual, practical, understandable, enjoyable, too complex, or ineffective teaching aid for learners in learning reading.

This research figured out the students' difficulty in reading comprehension of narrative text. Especially, to find the out the difficulties of the students to understand the reading comprehension about the element of the story; finding supporting detail of the passage, finding specific information from the passage, determining the implicit main idea of the passage, determining pronoun referent used in the passage, finding inference from the passage and evaluating person's character. Their answer represented their ability in reading comprehension, which mostly related to understanding the information of the text both implicitly explicitly. Using THIEVES strategy, the students followed the steps, the first step was *title*, the student look at the title, and think about what will be included in

the text. Next, *heading*. The students look at the heading, think of ways to turn the heading into a question asked to make a question. *Introduction*, the student read the introductory paragraph and think of what is most important. *Every first sentence*, the student read every first sentence for the first paragraph. *Visual and vocabulary*, the students look at photograph, maps, and other graphics. What they illustrate and look for important vocabulary words, and define them in the content. *Ending*, the student read the last paragraph and think what is most important. Last, *summary*, the student collaborate all of previous component of THIEVES and make summary from them.

3.2. Variable of the Research

The variables in this research consisted of two, the first variable was independent variable was THIEVES strategy, and the dependent variable was students' reading comprehension ability. The independent variables consisted of active and attribute variables. The active variables consisted of THIEVES strategy, while the attribute variable was students' different learning styles, namely visual, auditory, and kinesthetic learning styles. The dependent variable was students' reading comprehension ability to see the effectiveness of independent variable, in this case.

3.3. Population and sample of the Research

3.3.1. Population

The population of this research was learners of ninth grade of MTsN 2 Bandar Lampung. There were 200 students of the ninth grade which are divided into six classes.

3.3.2. Sample

This research used purposive sampling where the researcher choose IX-F class to be a sample that consisted of 20 students that believed that this class can give sufficient information. Purposive sampling used because it was consciously selected subjects for addition in a study so as to make sure that the elements will have certain characteristics pertinent to the study.

3.3.3. Data Collection Technique

In accordance with the research design of this research, the process of data collection generally carried out in this research was categorized into five stages. Those were questionnaire, tryout, pre-test, treatment process, post-test and interview.

1) Technique of Quantitative Data Analysis

In this research, it was applied questionnaire and test as the technique in collecting the quantitative data. The processes were able to be explained as follow:

a) Distributing Questionnaire

The questionnaire was given before pre-test in experimental group. The questionnaire was about the students' learning style. The questionnaire was adopted from University of Texas Learning Center (2006). The questionnaire used is Likert Scale Form; a scale with a number of points or spaces. The questionnaire consists of 24 items, there were 8 items for each kind of learning styles. The guiding of the questionnaire can be described in table 2:

Table 3.1
Learning Style Questionnaire Blue Print.

No	Indicator	Item number	Total
Learning Style	Visual	2,3,7,10,14,16,19,22	8
	Auditory	1,5,8,11,13,18,21,24	8
	Kinesthetic	4,6,9,12,15,17,20,23	8
Total Items			24

To make the students easier to answer the questionnaire, the researcher translated it into Indonesian.

b) Pre-test

The pre-test was conducted before giving treatment. The pre-test was conducted on the same day and date but different time or period. In the pre-test, experimental group was given a test consisted of eleven texts (11) with twenty (20) multiples choice questions, to know the students' reading ability before treatments. The time allotment is 60 minutes. There were 20 students in the experimental group.

c) Post-Test

Post-test was conducted after the students get treatments by using THIEVES strategy in reading comprehension at experimental class. The researcher gave experimental class multiple choice test to know the students' reading comprehension after they get the treatments. The researcher informed the purpose, procedure and time allocation test. In this case, the researcher give 20 items, the items are in the form of multiple choices. The experimental groups was given a test that consisted of eleven texts with twenty multiple choices. This post-test was used to know whether the experimental group significantly different in reading comprehension after using THIEVES strategy.

2) Technique of Qualitative Data Analysis

In analyzing qualitative data, firstly the researcher transcribed the audiotape recorder of qualitative data into text data. Creswell (2012) states that the transcription is the process of converting audiotape recordings or field notes into text data. After transcribing the data, the researcher focused on analyzing how THIEVES strategy affected respondents' score and ignored any unimportant information from the respondents. Then, the researcher classified the respondents' answer into some classifications, whether the strategy was motivating, interesting, encouraging, understandable, too complex, or ineffective teaching aid for learners. Finally, the researcher interoperated the data by developing a list of key points or important findings from the classified data.

3.3.4. Instrument of The Research

The instruments of research were the tools to measure something that we observed in order to obtain the data and answer the research problems (Sugiyono, 2011). The instrument used by the researcher is a test which it is given before and after the students get the treatments. The steps of instrumentation that was done by the researcher, are:

1) Review Literature

The researcher reviewed some literatures from syllabus and book used to get some important information as sources to drafting instrument that related with

the materials of reading text. There are three kinds reading types that learned by students, are: Narrative, Descriptive, and News Item.

2) Drafting Instrument

After get some information from syllabus and book used, the researcher started to draft instrument which is related with Narrative text because the first reading types on second year that should be master by students is narrative text.

3) Expert Validating

After finishing the drafting instrument, the instrument was validated it by the expert like English teacher or lecturer where master the reading materials especially narrative text. The purpose of the expert validating was to know how much valid the instrument was either related with its construct validity, face validity, content validity or criteria related validity. So, in this steps the researcher got feedback and validation guide from the expert.

4) Revising Draft

In revising draft of the instrument, the researcher used feedback collected from the expert validation. The feedback was to correct the grammar and the questions should be in well organized.

5) Conducting Try- Out

After revising the draft of the instrument, the researcher conducted try-out to the ninth grade students (IX E class) who shared common characteristics with the subjects of this research. The result of try out which was analyzed by using Cronbach's Alpha was used to revise the draft to be the valid instrument because the reliability and validity of the instrument can be objectively computed by using the formula of Cronbach's Alpha.

6) Revising

The researcher revised the instrument again based on the feedback from conducting try out to get the final draft instrument. So, the researcher revised the instrument to make the questions ideal or not easy or too easy, difficult or too difficult.

7) Final Draft Instrument

The last step was final instrument meant that the instrument had good or best quality where the instrument was appropriate. After that, the researcher conducted the instrument to pre-test and post-test.

In this research, the researcher applied pre-test and post-test before and after teaching by using THIEVES strategy. In this pre-test students was given task during 60 minutes. Post-test was given after teaching THIEVES strategy. In this post-test the students was given task during 60 minutes after the last meeting of three times treatment.

8) Interview

In collecting qualitative data, the researcher used interview to figure out how the learners' perception of the use of THIEVES strategy in reading comprehension. In interviewing, there were seven questions for each learners as sample of qualitative data collection. The questions in the interview related to learners' perception when learning by using THIEVES strategy in reading comprehension. Those seven questions were about the learners' feeling and perception of use THIEVES strategy in reading comprehension (see Appendix 3 for detail questions used in interview).

Table 3.2
Blue Print of Interview for Students' Perceptions

Indicator of students' perception	Item number of interview
1. To know the students perception about the importance of strategy in teaching reading	1, 2,7
2. To know the students' perception about the use of THIEVES strategy in students' reading comprehension especially in narrative text	3, 4 ,5, 6

For gathering qualitative data, knowing learners' perception of the effect of using thieves strategy on students' reading comprehension, the researcher interviewed the selected-students based on their gained score (pre- test and post-test). The researcher used clustering sampling in determining the respondents of

qualitative data collection by grouping them based on the gained score. The researcher selected this sampling because she intended to investigate learners' perception of the effect of using thieves strategy on students' reading comprehension from all level of gained score. Six learners who selected came from two categories of gained score that is high and low. It means that from each category of gained score, the researcher selected three learners to be respondents in gathering qualitative data.

Those questions were needed to ask because the researcher intended to elaborate learners' perception of using THIEVES strategy in reading comprehension which may affect to learners' score.

Furthermore, the researcher gave open- ended questions so the respondents could express their experiences unconstrained by any perspectives of the researcher or past research findings (see appendix 3). Before those questions were used in this research, the researcher examined a validity of those questions by turning to his advisors for help to examine the validity. After doing a content validity, by checking those specifications of interview with the item of questions, they all agreed that the questions item used in interview were indeed suitable with the indicators which needed to ask to answer the third research question about the learners' perception of the use of THIEVES strategy in reading comprehension on narrative text. Hence, those questions were used in collecting qualitative data in this research.

To get the data, which was IX F class that become an experimental group the researcher as a teacher taught the students during seven meetings. First meeting, in the teaching learning process the teacher gave questioner to know the students' learning style, then give pre-test to know reading comprehension before treatments. The next three times treatments, the teacher taught reading comprehension by using THIEVES strategy in. In the seventh meeting, the researcher gave post-test to know students' reading comprehension after treatment. The last meeting was to conduct the interview to know the students' perspectives of THIEVES strategy.

3.4. Validity and Reliability Testing

3.4.1. Validity

After finishing the drafting instrument, the researcher validated it by asking the expert like English teacher or lecturer where master the reading materials especially narrative text. The purpose of the expert validating was to know how much valid the instrument was either related with construct validity and content validity. So, in this steps the researcher got feedback and validation guide from the expert.

The validity of test as extent to which it measures what is supposed measure and nothing else (Heaton, 1989). To measure whether the test has a good validity, the researcher analyzed the test from content validity, and construct validity.

a) Content validity

A test is said to have content validity is its contents constitutes a representative sample of language skills, structures, its being tested. In order to judge whether or not the test has content validity, we need a specification of the skills or structure being tested. A comparison of test specification and test content is basis for judgment for content validity. The researcher made this test based on the course objective in the English syllabus.

b) Construct Validity

The construct validity of test is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning. Based on the theory above, in the test the researcher asked the students to answer the multiple choices based on narrative text to measure the student's comprehension in reading and this is fulfill the construct of reading test therefore, valid in term of construct validity. Based on the Brown's theory (2004), especially reading, there are some criteria commonly used in measuring students' reading comprehension, among them are: main idea (topic), expression / idiom/ phrases in content, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated detail), supporting ideas, and vocabulary in context. The blueprint of reading comprehension test for try out, pre-test and post-test can be seen in Table 3 :

Table 3.3.
Table of Specifications of Pre-test and Post-test (after validity)

No	Aspect	Item Number			
		Pre-Test	Total	Post test	Total
1	Main idea (topic)	7,19	2	14,16	2
2	Expression/Idiom/phrase in context	5	1	12	1
3	Inference (Implied detail)	14,20	2	9,15	2
4	Grammatical features (reference)	12,16,17	3	5,18,19	3
5	Detail (scanning for a specifically stated detail)	6,10	1	3,13	1
6	Excluding acts not written	9	1	7	1
7	Supporting idea	1,2,3,11,15,18,	6	1,4,10,11,17,20	6
8	Vocabulary in context.	4,8,13	3	2,6,8	3
Total			20		20

The validity and reliability of the test can be measured by SPSS Cronbach Alpha. If the result shows $\alpha > 0,05$ means that the reliability is sufficient, while if the $\alpha < 0,05$ means that the reliability is not sufficient or not reliable. Besides, the researcher tried to check the empirical validity by using SPSS 16.0 after trying out the instrument. In this research, the researcher used SPSS 16.0 for windows to know the validity of test instruments.

3.4.2. Reliability of the Test

Setiyadi (2018) notes that reliability is the consistency of scoring of research. The researcher used reliability testing to measure of accuracy, consistency, dependability or fairness of scores resulting from administration or particular examination. Reliability is necessary characteristic of any good test: for it to be valid all, a test must first be reliable as a measuring instrument (Heaton, 1989).

Reliability is concerned with the effect of such random errors of measurement on the consistency of scores (Ary, 2010). The reliability of the test is calculated by using SPSS.

The criteria of reliability instruments can be divided into 5 classes as follows (Ridwan, 2004), those are:

1. If the *alpha cronbach* score 0.00 – 0.20: less reliable
2. If the *alpha cronbach* score 0.21 – 0.40: rather reliable
3. If the *alpha cronbach* score 0.41 – 0.60: enough reliable
4. If the *alpha cronbach* score 0.61 - 0.80: reliable
5. If the *alpha cronbach* score 0.81 – 1.00: very reliable

The result of reliability testing by using SPSS 16.0 can be seen from the table:

Table 3.4. Result of Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.884	60

To know the items is reliable or not it can be seen from Cronbach's Alpha column. The Cronbach's Alpha score = 0,884 means that it is very reliable.

3.5. Normality and Homogeneity Testing

3.5.1. Normality Testing

Normality testing was conducted by the researcher to determine whether the gotten data is normal distribution or not. The computation of normality testing in this research used SPSS.16. *One- Sample Kolmogorov-Smirnove test* by the value of significance (α) = 0.05 rules as follow:

- a. H_0 : If the value of significance > 0.05 , means data is normal distribution
- b. H_a : If the value of significance < 0.05 , means the distribution data is not normal distribution.

The hypotheses for the normality test were formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

Table 3.5. The Statistical Correlations of pre-test and post-test score (try out) with One-Sample Shapiro Wilk Test

Tests of Normality							
VAR00002		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
VAR00001	Pre test	.187	20	.066	.897	20	.073
	Post test	.193	20	.049	.930	20	.153

a. Lilliefors Significance Correction

Based on the Table 3.7 above from the Shapiro- Wilk normality, it showed that the test gives to try out that consist of 20 students. It also that the score test result found that the test level of significance of the Try Out 1 was (sig-value $.073 > \alpha.0.05$) consist of and for the Try Out 2 was (sig-value $.153 > \alpha.0.05$). The level of normality test of both Try Out 1 and Try Out 2 groups $> \alpha.0.05$ it means both pretest and posttest are normal.

3.6. Homogeneity Test

After the researcher got the conclusion of normality test, the researcher determined the homogeneity test in order to know whether the data homogeneous or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test were as follows:

Ho is accepted if $\text{sig} \geq \alpha = 0.05$

Ha is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows:

Ho = the variances of the data are homogenous

Ha = the variances of the data are not homogenous

Table 3.6. The Statistical Correlations of pre-test and post-test score (try out) with One Way Anove

Test of Homogeneity of Variances			
Result			
Levene Statistic	df1	df2	Sig.
.779	1	38	.383

Based on the table 3.8 above is known that the sig/p value is 0.383 higher than 0.05 means H_0 is accepted and H_a is rejected. So, it can be interpreted that the data is homogeny.

3.7. Hypothetical Test

To test the first hypothesis, Social Sciences (SPSS) windows version 16 was used. The researcher analyzed the data of students' score in pre-test and post-test by using statistic calculation. If the result of t-table is higher than t-obtained at the level of significance 0.05, the null hypothesis is rejected. Meanwhile, if t-obtained is higher than t-table at level of significance 0.05. It means that null hypothesis is accepted. The hypotheses were drawn as follows:

1) Related to the first research question in the chapter one of this research, the hypothesis are:

- a. H_0 : There is no difference of students' reading comprehension after they are taught by using THIEVES strategy.
- b. H_a : There is difference of students' reading comprehension after they are taught by using THIEVES strategy.

2) Related to the second research question in the chapter one of this research, the hypothesis are:

- a. H_0 : There is no difference of students' reading comprehension across learning style such as visual, auditory and kinesthetic after they are taught by using THIEVES strategy.
- b. H_a : There is difference of students' reading comprehension across learning style such as visual, auditory and kinesthetic after they are taught by using THIEVES strategy.

Briefly, those are the explanations of this chapter which are research design, population and sample, validity and reliability test, data collections technique and research instruments, data analysis and hypothetical test.

V. CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions and suggestions from result of the research. The conclusion is summary of the implementation of THIEVES strategy on students' reading comprehension. The suggestion given is expected to give both theoretical and practical contribution for a better implementation of THIEVES strategy reading for the English teachers and further research dealing with students' different across learning styles.

5.1 Conclusion

Based on the result of data analysis that was presented in previous chapter, this research inferred three conclusions drawn on the basis of result.

1) Based on the first research question, it was found that there is difference in the reading comprehension on students after they taught by using THIEVES strategy. It can be known that THIEVES strategy can affect the ability of students in comprehending reading text. This strategy is indicated to increase the students score in reading comprehension after implementing the THIEVES strategy. The researcher found that the students in IX F class got higher score after being taught using the THIEVES strategy. It can be concluded that THIEVES strategy can increase the students' reading comprehension

THIEVES strategy helps the students to improve their enthusiasm and attention in the process of teaching and learning English, especially reading comprehension. Their vocabulary and understanding of new words are also improved. In relation to their comprehension of narrative text, the students are able to identify main ideas and supporting details of paragraphs correctly. Also, THIEVES strategy set the purpose for reading using easily remembered acronym. It may be presented as an individualized learning tool for students. Self-directed worksheets may be created to support students in their early application of THIEVES strategy.

2) In the second research question, the researcher found that there is no difference between student with visual and auditory learning style in reading comprehension. Students with visual learning style and those with auditory learning style get benefits from teaching strategies in different ways. The learning experience of visual students is and studying by looking charts, drawing or other graphic information, while the learning experience of auditory students is explicit instruction, the use repeating their voice aloud, and the procedural strategies. Using THIEVES strategy can motivate students in reading activities; gives them good practices of reading strategies, helps them to understand English text easily; and enhance active engagement as well as collaboration. Therefore, there was no significant difference between students' with visual and auditory learning style on reading comprehension.

3) In the third research question, the researcher wants to know the students' perception of strategy used (THIEVES Strategy). Based on the interview, it is known that 5 of 6 students perceived the use of THIEVES strategy positively. For the students with high gain score, using the acronym can guide them to get the information of the text structured and easy to be understood. The individual activities make them focus on the text provided without getting intrupt by another students. Also, the step in THIEVES strategy can activate their background knowledge relate to the topic provided. In contrast, the students who perceived the use of THIEVES strategy in learning reading negatively came from low achiever or low gained score. It is known that using THIEVES strategy in reading process make the learning more complex and consume more time and it cause the monotouns activities.

5.2. Suggestions

Following the findings and conclusion, some suggestion are purposed as follow:

1) Suggestion for the Teachers

Based on the research had been conducted, it is suggested for the English teacher to apply THIEVS Strategy in teaching reading. To lead students to

encourage their comprehension in reading. The teaching process help them to gain the information from the text by using the acronym that make the interested and motivated. Since there are different learning style that used by students, it is expected that the teacher can implemented the appropriated way in teaching. The appropriate learning style and strategy make the students motivated and confident. Teacher is expected to create an interesting activity in order to encourage learners' positive perceptions.

2) For the future researcher, it is suggested to apply this strategy in other skills such as writing or listening. Knowing the students learning style can make the teaching learning process more acceptable. Based on this current research, it is expected the further researcher can develop the THIEVES strategy by adding appropriated technique to help students in reading process so that students can be more engage and attractive in comprehension activities. The technique should not only make students interested but also to make them remember and comprehend the reading passages. Furthermore, different genders can be investigated to know whether or not the genders, boy and girl, had different perception toward the strategy used.

REFERENCES

- Ananda, R. (2018). *Effectiveness of Using Thieves Strategy In Teaching Reading Of Recount Text Available*. On <http://eprints.walisongo.ac.id/6068>.
- Anderson, M., & Anderson, K. (2003). *Text Types in English*. Australia: Macmillan.
- Ary, et al. (2010). *Introduction to Research in Education*. Wadsworth: Cengage Learning
- Barry (1998) *A Study of Students Perception In English Classes*. Vol.3 No.2
- Baker. R, G., and Moroz, W. (1997). Student and Teacher Perception of Teaching/Learning Processes in classrooms: How Close is the Partnership?. *Australian Journal of Teacher Education*,22(1).
- Brown, H. D. (2000). *Teaching by Principle an Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc.
- Brown, H. D. (2004). *Teaching by Principles*. New York: Longman.
- Cahyono, B. Y. & Widiati, U. (2006). The teaching of EFL reading in the Indonesian context: the state of the art. *TEFLIN Journal*, 17(1), 23-46. <http://journal.teflin.org/index.php/journal/article/view/58>
- Carbo, M. (2007) *Becoming a Great Teacher of Reading*. California: Corwin Press.
- Choy, C. & Phaik. K, C. (2009). Teacher Perceptions of Critical Thinking Among Students and its Influence on Higher Education. *International Journal of Teaching and Learning*. (20)2: 179-207
- Chieke, J.C. (2017). Determination of Auditory and Visual Learning Styles of Adult Learners in Adult Literacy Centers in Anambra State, Nigeria, *IOSR- JRME*, Vol.7, No. 3,
- Creswell, J. W. (2012). *Educational research: planning, conducting, evaluating, quantitative and qualitative research (Fourth Edition)*. United State of America: Pearson Education Inc
- Chislett, V. Msc, & Chapman, A. (2005). *VAK test questionnaire*. From www.businessballs.com

- DeBoer, J. J., & Dallmann, M. *The Teaching of Reading*. New York: Holt Inc, 1964.
- Della, (2019). Let : *Linguistics, Literature And English Teaching Journal The Effectiveness Of "Thieves" Teaching Strategy In Teaching Reading Comprehension At The Second Grade Of Ma Nipi Rakha In The Academic Year Of 2018 / 2019*. 9(2), 265–275.
- Elizabeth, S. P. (2003). *Teaching reading, Chicago: International Academy of Education Every First Sentence In Paragraph, Vocabulary, end Of Chapter Question, Summary) Teaching Strategy To Improve Students' Reading Comprehension At The Second Grade Students Of Sman 1 Bulukumba*. Unpublish Thesis. Alauddin State Islamic University Of Makassar.
- Emilia. E. (2015) *Pendekatan Berbasis Text Dalam Pengajaran Bahasa Inggris*, (Kiblat Buku Utama: Bandung).
- Erginer, E. (2014) A study of the Correlation between Primary School Students' Reading Comprehension Performance and the Learning Styles Based on Memory Modeling. *Education and Science*. Vol. 3 No. 173.
- Fraenkel, J. R. & Norman E. W. (2009). *How to Design and Evaluate Research in Education*. New York. McGraw-Hill Companies
- Gear, Adrienne. *Nonfiction Reading Power*. Canada: Stand house publisher. 2008
- Gilakjani, A.P. 2012. Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching. *Journal of Studies in Education*, 2 (1):104-113.
- Gilakjani. P. A. (2016). How Can Students Improve their Reading Comprehension Skill. *Journal of Studies in Education*, Vol.6, No2
- Grabe ,W. & Fredricka L. S. (2002) *Teaching and Researching Reading Great Britain: Person Education*.
- Grabe. W. (2009). *Reading In A Second Language*. (Cambridge: Cambridge UniversityPress)
- Gusvianti, D. & Triarina. Y. (2012). Using THIEVES Strategy to Increase Students Reading Comprehension at Junior High School. *Available on Journal of English Language Teaching*, vol 1, no 1.
- Hamka. (2002). *Psikologi Pendidikan*. Jakarta: Rineko Cipta.
- Harmer, J. (1998). *How to Teach English*. London: Longman.
- Heaton, J. B. 1989. *Writing English Language Test*. New York: Longman

- Hibbard, K.M & Elizabeth A. W. (2013). *Assessing and Teaching Reading Comprehension and Writing*. New York: Eye on Education.
- Ifrianti. S.(2013) Increasing Students' Reading Comprehension By Using Jigsaw Technique. Vol.5, No.1. *English Education:Jurnal Tadris Bahasa Inggris*.
- Indrawati. (2019) Improving Students' Reading Comprehension In Narrative Text through THIEVES Strategy. Vol.4, No.2. *Scientia: Jurnal Hasil Penelitian*.
- Iwuk, P. (2007). *A Guidance for Reading Comprehension. Panduan Memahami Bacaan*. Yogyakarta: PT Citra Adi Pratama.
- Jannah, M. R. (2017) Implementing Thieves (Title, Headings, Introduction,
- Joyce, H., & Feez, S. (2000). *Writing skills: Narrative and non-fiction text types*. Sydney: Phoenix Education Pty Ltd.
- Judy. T.B. (2012). *Now I Get IT: Differentiate, Engage, and Read for Deeper Meaning*. Unite State of America: Roman & Littlefield Publisher Inc.
- Khataee, (2019). The effect of THIEVES strategy on EFL learners' reading comprehension. *International Journal of Instruction*, 12(2), 667-682. <https://doi.org/10.29333/iji.2019.12242a>
- Latief, M. A. (2017). *Research Method on Language Learning and Introduction*. Malang: Universitas Negeri Malang
- Leavit, C. (2002). *Classroom Research:Students Perception*. Aila Review, Fifth Edition. Retrieved April 6
- Lindsay, P. & Donald A, N. (1997). *Human Information Processing. An Introduction to Psychology*
- Manz, S. L. A Strategy for Previewing Textbooks: Teaching Readers to become THIEVES. New York: *Journal The Reading Teacher* Vol 55 no 5. 2002.
- Margaret, B. (2005). *Comprehension Strategies for English Language (USA)*:Scholastic Inc.
- Maryani. I. (2017) Validity and Reliability of Learning Style Scale of the Elementary School Students. *International Conference on Research in Education*.
- Milikan. (2004). *Varieties Of Meaning*. MET Pres
- Moreillon, Judi. (2007) Collaborative Strategies for Teaching Reading Comprehension. *Chicago: America Library Assosiation*

- Moussa. N, M. (2014) The Importance of Learning Styles in Education. *Institute for Learning Styles Journal*, Vol 1, No.2
- Naning, A. Z. & Hayati. R. (2011) The Correlation between Learning Style and Listening Achievement of English Education Study Program Students of Sriwijaya University, *Jurnal Holistics*, vol 3 no. 5,
- Nunan (1991). *Practical English Language Teaching*. America: McGraw-Hill
- Purwanto, M. N. (2010). *Psikologi Pendidikan*. Bandung: Remaja Rosdakarya.
- Richard, J. C. & Wily, A. R. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University.
- Risdianto, F. (2012). *Effective and Effiecient Reading*. Solo: Rustam Publishing.
- Robbins, S. P. (2003). *Organizational Behaviour (10th ed)*. New Jersey: Prentice Hall.
- Sabatova, J (2008). *Learning Style in ELT, Faculty of Education*, Department of English Language Literature, Masaryk University Brno
- Scanlon, M. D, Kimberly R. A. & Joan, M. S. (2010) *Early Intervention For Reading Difficulties* (London : Guilford Press)
- Seravallo, J (2010). *Teaching Reading In Small Group*. Porsmouth : Heinemann.
- Simarmata, J. P. (2014). *Reading Comprehension, Skills With Semantic Mapping and K.W.L strategies*.
- Sofiyah. R. (2018). *The impact of visual auditory and kinesthetic learning styles on economics education teaching, Advances in economics business and management research*,vol.57.
- Soemanto, W. (2006). *Psikologi Pendidikan*. Jakarta: Rineka Cipta.
- Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung:Afabeta
- Sutarsyah, C. (2015). *Reading theory and practice*. Yogyakarta : Graha Ilmu.
- Tarigan, H.G. (1987). *Membaca sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.
- Walgito, B. (1990). *Pengantar Psikologi Umum*. Yogyakarta: Andi Offset
- Walker. D. (2011). *10 Best Teaching Practice*, (London: Library of Congress Cataloging),
- Wayman, P. (2003). *Amazing grades!Tune-in to your child's personal learning style & create higher grades in just 14 days*. Retrieved from <http://www.howtolearn.com/instantamazinggrades.html>

Westwood. P. (2001) *Reading and Learning Difficulties*. Australia: Australia Council for Educational Research Ltd.

Zapalska, A., & Dabb, H. (2002). Learning Styles. *Journal of Teaching in International Business*, 13(3/4), 77-97.
http://dx.doi.org/10.1300/J066V13N03_06