The objective of this research is to investigate if there is a significant difference in students’ reading comprehension between those taught using THIEVES strategy and those attending conventional instruction and also to investigate the motivation and students’ perception in reading comprehension. This research applied treatment and control class with a mix method design which analyzed using quantitative and qualitative analysis. The hypothesis of the research is that there is a significant difference in students’ reading comprehension between those taught using THIEVES strategy and those attending conventional instruction. Using independent t-test to evaluate the hypothesis of the research (sig. 2-tailed = 0.00 < 0.05), reveals that there is a significant difference of reading comprehension between those taught using THIEVES strategy and those attending conventional instruction. This research also covers the students’ motivation in reading comprehension between THIEVES strategy and conventional instruction. The result of my research is there is no significant difference between those taught using THIEVES strategy or conventional instruction and motivation in treatment classes that using treatment THIEVES strategy those increased than conventional instruction or control class. In perceived about these strategies the students prefer in treatment class or using THIEVES strategy.

**Keyword:** THIEVES Strategy, Reading Comprehension

**Abstract**

The objective of this research is to investigate if there is a significant difference in students’ reading comprehension between those taught using THIEVES strategy and those attending conventional instruction and also to investigate the motivation and students’ perception in reading comprehension. This research applied treatment and control class with a mix method design which analyzed using quantitative and qualitative analysis. The hypothesis of the research is that there is a significant difference in students’ reading comprehension between those taught using THIEVES strategy and those attending conventional instruction. Using independent t-test to evaluate the hypothesis of the research (sig. 2-tailed = 0.00 < 0.05), reveals that there is a significant difference of reading comprehension between those taught using THIEVES strategy and those attending conventional instruction. This research also covers the students’ motivation in reading comprehension between THIEVES strategy and conventional instruction. The result of my research is there is no significant difference between those taught using THIEVES strategy or conventional instruction and motivation in treatment classes that using treatment THIEVES strategy those increased than conventional instruction or control class. In perceived about these strategies the students prefer in treatment class or using THIEVES strategy.

**Keyword:** THIEVES Strategy, Reading Comprehension

**Abstrak**

Tujuan dari penelitian ini adalah untuk mempelajari apakah ada perbedaan yang signifikan dalam pemahaman membaca siswa antara mereka yang diajar menggunakan strategi PENCURI dan mereka yang menghadiri instruksi konvensional dan juga untuk mempelajari motivasi dan persepsi siswa dalam pemahaman membaca. Penelitian ini menerapkan kelas perawatan dan kontrol dengan metode desain campuran yang dianalisis menggunakan analisis kuantitatif dan kualitatif. Hipotesis penelitian adalah ada perbedaan yang signifikan dalam pemahaman membaca siswa antara mereka yang diajar menggunakan strategi PENCURI dan mereka yang menghadiri instruksi konvensional. Dengan menggunakan uji-t independen untuk mengevaluasi hipotesis penelitian (sig. 2-tailed = 0.00 < 0.05), mengungkapkan bahwa ada perbedaan yang signifikan antara pemahaman membaca antara mereka yang diajar menggunakan strategi PENCURI dan mereka yang mengikuti instruksi konvensional. Penelitian ini juga mencakup motivasi siswa dalam pemahaman membaca antara strategi PENCURI dan instruksi konvensional. Hasil penelitian saya adalah tidak ada perbedaan yang signifikan antara mereka yang diajar menggunakan strategi PENCURI dan instruksi dan motivasi konvensional di kelas
perawatan yang menggunakan pengobatan strategi PENCURI yang meningkat daripada instruksi konvensional atau kelas kontrol. Dalam mempersepsikan tentang strategi ini para siswa lebih suka kelas perawatan atau menggunakan strategi PENCURI.

Kata kunci: Strategi PENCURI, Pemahaman Membaca.

I. PRELIMINARY

English is a compulsory subject at school. English as a foreign language taught in Indonesian school. It is started from primary school up university. People realize that teaching English at this level is very important and need much concern. So that, English is directed to improve those skills, so the students are able to communicate and discourse in English in certain stage literacy. In teaching English, there are four language skills which should be taught to students. Those skills are namely listening, speaking, reading, and writing. One of the important skills is reading.

Concerning from the above problem, the teacher should use some techniques or strategy to make the learner comprehend more about the material which the teacher explains and will make students enjoy and easy to read and understand a text. Many research has been carried out on teaching reading, yet no theories exist which sufficiently describe and explain how people accomplish the complete task of reading real-world texts (Moorman & Ram, 1994:646). Thus, the students decide what they want to say and how to say it, and then dictate to the teacher, who acts as a scribe. The students tend to be able to read what they have just said. The students, in effect, write their own texts, neutralizing problems of unfamiliar content.

Based on the reason above, the researcher will try to use THIEVES strategy in teaching reading. This strategy will help the students to understand the text especially to the narrative text. The researcher will focus to narrative text in reading comprehension because sometimes the students are difficult to comprehend the main text of narrative text. That’s why the researcher is interested to use this strategy to solve the problems in reading text at class VIII SMPN 9 Kendari. From that phenomenon, the researcher decides to do a research entitled “Using THIEVES Strategy to Teach Reading Comprehension to Eighth Grade Students of SMPN 9 Kendari” in 2016/2017 academic year.

II. THEORITICAL REVIEW

2.1 Constructivism learning theory
Basically the theory of constructivism have the assumption that the more knowledge is contextual rather than absolute, which allows for the interpretation of the plural (multiple perspectives) not just one perspective only. This means that knowledge is formed into individual understanding through interaction with the environment and other people. Constructivist perspective has an understanding of learning that emphasizes process rather than results. Learning outcomes as the goal considered important, but the process involves learning ways and strategies also rated important with understanding of language learning theory.

2.2 Reading

Reading is interactive process between a reader and a text which leads to automatically which is the reader interacts dynamically with the text to elicit the meaning and where various kinds of knowledge are being used. Reading is the process of getting information from a written symbol or written language. In the reading process, the readers not only read written form, but also they are required to understand of what they are being read. The process of understanding the text is often called reading comprehension. Reading comprehension is the ability to read text, process it and understand its meaning.

2.3 Reading Comprehension

All reader when they read some reading materials are aimed to get a complete understanding of what they have already been read or what the author has written, Roe Betty (1978:144) says reading comprehension is process that occurs in the brain which cannot be seen. Although the students can discuss about the reading content, answer questions based on the text and express their answers, but the process of actual meaning cannot be observed.

Betty (1978) further explains: “Reading comprehension is processing written language to get ideas, relating ideas to experiences, organizing ideas, evaluating ideas, and utilizing ideas. Therefore, the reader must have some basic intellectual equipment in order to comprehend. The reader must have intelligence, language and experience”. (p, 145).

Therefore, reading comprehension aspects involved the ability to understand words, sentence structures, sentence patterns, the ability to note and remember significant details or find answer to specific questions and the ability to make a relationship between his/her experience and the meaning written language.
2.4 Factors Affecting Reading Comprehension

Pamungkas (1992) says that reader’s factor is important to do reading comprehension (as cited in Harjasujana (1996). He said that there are five aspects, which influence reading comprehension, they are as follow: firstly is reader’s background experience. Reader’s background experience means that the ability to comprehend the text is different between one person and another.

The second is the ability to use language either by written or orally. The ability in using language is very important for students. If the students have disability in using language, it can influence or obscure the comprehension of reading material. The third is thinking ability. Thinking ability refers to the reader’s ability of thinking. This is different between one and another because it is closely related with level of intelligence of each person. The fourth is reading purpose. The last is motivation, attitude, interest, conviction and feeling. Other factors like motivation, interest, conviction and feeling means that the reader’s knowledge about knowledge or language ability is important thing; because it can give positive effect for the readers in comprehend the text.

2.5 Conventional Instruction

Conventional teaching methods are traditional learning methods or collectively is the lecture method, because since the first of this method has been used as a means of oral communication between teachers and students in the learning process and learning. In the conventional method of teaching history is marked with lectures, accompanied by an explanation as well as the division of tasks and exercises. Learning the conventional method, learners are more listened to the teacher in front of class and perform tasks if teachers provide practice questions to students. Are often used on conventional teaching methods include lectures, question and answer method, discussion method, the assignment method. In conventional instruction, researchers chose the lecture method as learning models.

2.6 Lecture Method

The lecture method is common in the processes of learning in schools starting from a low level to the college level so the user is not foreign to the learning process. Understanding lecture method has long existed in the history of education in the world as well as in Indonesia. Since the first teachers in an effort to pass on their knowledge to students is by way of oral or speak. According Hasibuan and Moedjiono (2002: 13) the lecture method is a
way of delivering learning materials to oral communication. Meanwhile, according to Roestiyah (1991: 137) the lecture method is a way of teaching that is used to convey information or information, or the description of an issue and a concern orally. From the description above can be concluded that the lecture method is the way teachers in presenting the information or material subject using spoken to a number of students.

2.7 **The advantage of Lecture method**

Teacher easily control the class, Easy to organize the seating / class ,Can be followed by a large number of learners,Easy to prepare and implement,Teachers easily explained lessons well,Teachers easily explained lessons well.

2.8 **Disadvantage of Lecture Method**

Be easy verbalism (sense of the words), If you always use and for too long,it can be bored for student and them Master concluded that learners understand and are interested in his talk,Cause being passive learners.

2.9 **Thieves Strategy**

Definition of THIEVES strategy

THIEVES, developed by Suzanne Manz.in this strategy, students learn to preview a chapter or a section of a chapter in order to organize the chapter’s information as they read it. THIEVES an acronym that reminds students of the places in their textbook where they will be likely to find information they need to understand the concepts they are learning. The teacher begins implementing this strategy by telling students, there are going to learn to get into textbooks and “steal” the information from the text, in other words, they are going to be thieves. To do this, they need to learn to look. You can adapt Based on the concept of THIEVES.

2.10 **The Elements of THIEVES strategy**

1. Title
   Students sometimes skip the title, but it provides valuable information by establishing the topic and the context of the chapter.

2. Headings
   Headings Headings indicate the important sections of the chapter. They help students identify the specific topics covered.

3. Introduction
   The introduction provides an overview of the chapter. It may come after the title and before the first heading. Sometimes the goals and objectives of the chapter are stated in the introduction.

4. Every first sentence in a paragraph
   First sentences are often the topic sentences of the paragraph, and by reading these, a student
can get an idea of the information that will be contained in the chapter.

5. Visual and Vocabulary

Visuals and Vocabulary Students should look at all pictures, charts, tables, maps and graphs contained in the chapter. They need to read the captions and labels on each.

6. End-of-Chapter Questions

End-of-Chapter Questions These questions indicate important points and concepts from the chapter.

7. Summary

Summary Many texts contain a summary at the end of the chapter. Students can read the summary to activate prior knowledge and give them an idea of the important concepts contained in the chapter.

2.11 The Procedure of THIEVES strategy

1. Title

At first step, students look the title, which is the title provide valuable information by establishing the topic and the context of the chapter.

2. Headings

Headings indicate the important sections of the chapter. In this step, students will be identified the specific topics covered in headings.

3. Introduction

In here introduction provides an overview of the chapter. Sometimes the goals and objectives of the chapter have stated in the introduction. It may come after the title and before the first heading. These step students Use the introduction and first paragraph to predict the main idea.

4. Every first sentence in a paragraph

First sentences are often the topic sentences of the paragraph, and by reading these, a student can get an idea of the information that will be contained in the chapter.

5. Visuals and Vocabulary

Students should look at all pictures, charts, tables, maps and graphs contained in the chapter. They need to read the captions and labels on each

6. End-of-Chapter Questions

At part end of chapter questions, Students Read the end of chapter questions and write down what information that they think is important.

7. Summary

In last step students conclude the text. Students can read the summary to activate prior knowledge and give them an idea of
the important concepts contained in the chapter.

2.12 Narrative Texts

Narrative text is a text which contains about fantasy, fairy tales, or a true story that has been exaggerated. There is usually a moral to be learned at the end of the story. “Narrative” is a text telling a story focusing specific participants. Narrative is a text focusing specific participants.

2.13 Motivation

Definition of Motivation

Motivation is one of the most important ingredients of effective instruction. In research, motivation is one of the most difficult variables to measure. Several behavioral theories have argued that motivation is internal process that activates, guides, and maintains behavior over time (Bandura 1969; Baron, 1995).

Type of Motivation

1. Intrinsic Motivation

Intrinsic motivation is motivation to do activity in the sake of self enjoyment. In doing activity, the motivated intrinsically people do not mean just need self enjoyment only, but extrinsic reward is not enough to fulfill passion.

1. To learn which there is personal satisfaction when know and understand something new. This includes on some constructs such as exploration, curiosity, the goal of learning, and need for knowing something.

2. To get achievement. In this reason individual make interaction with the other people in order to measure the competence, in other words to see how the progress in learning.

3. To stimulate experience. It means that someone doing his/her activity with full of joy or in the other word she or he experience pleasure in every single activity.

2. Extrinsic Motivation

In contrast, extrinsic motivation is motivation from out of individual, someone who do certain activity in order to get reward and may a punishment if do not do well. Extrinsic motivation has four types which control form of motivation, namely external regulation, interjected regulation, identified regulation, and integrated regulation (Dornyei, 1998).

III. RESEARCH METHODS

The types of this research were both quantitative and qualitative data (mixed
method). A mixed methods research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem.

In this research, there are three variables that were investigated. The research variables were; (1) independent variables: Teaching using THIEVES; and (2) dependent variables: motivation and reading comprehension.

The research population was all students of Class VIII SMP Negeri 9 Kendari second semester of 2016/2017 academic year, in this research the population was 392 students.

The purposive sampling technique was employed in drawing the sample that recruited for the purpose of the research. The researcher took class VIII 8 and class VIII 11 as the sample of the research. The total each the sample of class are 34 students. This divided into two group namely experimental and control group.

The procedures in experiment class were:

1. Teacher gives the text to the students
2. Teacher gives a brief explanation about the main topic of the text
3. Teacher asks the students to look the title, and try to guess the meaning of the title, what will be discussed on the text by the authors’.
4. Ask the students to identify the specific topics covered in headings, the students Look at all Headings (whole of the content) and then turn two of them into important questions that they think the text will be answered. Such as Why, How, Explain.
5. The students used the introduction and first paragraph of each chapter/paragraph to predict the main idea
6. Ask students to write down everything that they know about the topic. Throughout look out every first sentence in each paragraphs.
7. Students should look at all pictures and vocabularies contained in the chapter and ask them to read the captions and labels on each. In visuals and vocabulary students the students List three important visuals and vocabulary also predict how they will help them to understand the text.
8. Ask the Students to Read the end of chapter questions and write down what information that they think is important
9. In last step students conclude the text. Students can read the summary to activate
prior knowledge and give them an idea of the important concepts contained in the chapter.

Teaching Procedures at Control Class (Conventional Treatment /Lecture Method

1. Teacher gives a brief explanation about the material that will be discussed
2. Teacher explain about narrative text (the topic, generic structure)
3. Teacher explain to the students, about how to get generic structure in narrative text to the students
4. Ask the students to read the text in 15 minutes and ask them to try understand the meaning of the text, the main idea of the text, what the message of authors’
5. Discuss together with students about the content of the narrative text (Generic structures)
6. Give the students a task that related with the material
7. Give a conclusion and a feedback

The data in this research obtained from students’ answer in questionnaires and the result of interview to measure the variables of motivation and students’ perceived in reading comprehension, while to measure reading comprehension variable was using the written test of multiple-choice (cognitive aspects).

Instrument has important functions in this research. Instrument is one of the significant steps in conducting this research. Therefore, the researcher chooses an instrument in the process of collecting data. Instrument of research is tool of collecting data that should be valid and reliable. There are some instruments that the researcher was used.

1. Reading Test

Test was a set of questions and exercises that was used to measure the achievement or capacity of the individual or group. Test was used to assess and measure students’ achievement; mainly the cognitive side related the students’ mastery on learning as aim of education and teaching. The type of text was narrative text.

2. Questionnaires
The researcher used questionnaire to get information about the students’ motivation in reading comprehension. The type of the questionnaires was Intrinsic Motivation. The following questionnaire was Intrinsic Motivation Questionnaire used to measure students’ intrinsic motivation. The questionnaire (Ryan, 1982).

3. Interview

The researcher was interview students’ perceived to find out their perceptions about reading comprehension throughout conventional instruction and students’ perceived after being the treatment by teaching reading using THIEVES.

**IV. RESEARCH RESULT**

Reading Comprehension Paired Sample Test within Pre-Test and Post Test in Experimental and Control Class

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>95% Confidence Interval of the Difference</td>
</tr>
<tr>
<td>Pair 1 PreControl-PostControl</td>
<td>.79412</td>
<td>2.71672</td>
<td>.46591</td>
<td>-.15379</td>
</tr>
<tr>
<td>Pair 2 PreExperiment-PostExperiment</td>
<td>1.7058</td>
<td>4.04916</td>
<td>.69443</td>
<td>-3.11870</td>
</tr>
</tbody>
</table>

By using Pair sample t-test, it was gotten that the value of Sig (2-tailed) =0.098 with α = 0, 05 and df = 33 in control class and value of Sig (2-tailed) = 0,019 with α = 0, 05 and df = 33 in experimental class. Because the value of Sig (2-tailed) is higher than α value. It means that there was no significant difference score within pre test and post test in experimental class and control after treatment

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (g&gt;0.7)</td>
<td>1</td>
<td>2.94</td>
</tr>
<tr>
<td>Medium (0.7&gt;(g)&gt;0.3)</td>
<td>14</td>
<td>41.17</td>
</tr>
<tr>
<td>Low (g&lt;0.3)</td>
<td>19</td>
<td>58.8</td>
</tr>
<tr>
<td>Total (∑)</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>
Based on the above table, there was 1 student got the highest normalized gain. It means that in the posttest section, there was no student who accomplished the whole reading comprehension test correctly. It also shown that majority of the students’ reading comprehension progress were categorized to low.

Gain (N-Gain) score is shown in the table Gain score of Students’ Reading Comprehension in Control Class

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (g&gt;0.7)</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Based on the above table, there was no student got the highest normalized gain. It means that in the posttest section, there was no student who accomplished the whole reading comprehension test correctly. It also shown that majority of the students’ reading comprehension progress was categorized to low.

**Hypothesis Testing**

1. **Test of Normality**

Test Distribution is Normal

The table 5.12 displays the normality of pre-test and post-test of students’ score. The result of normality for the pre-test of the control class is 0.144 (P value>0.05) which is higher than 0.05. The result of normality for the post-test of the control class is 0.095 (P value>0.05) which is higher than 0.05. Moreover, the pre-test of the treatment class is 0.098 (P value>0.05) which is higher than 0.05. The result of normality for the post-test of the treatment class is 0.08 (P value>0.05) which is higher than 0.05. It then can be inferred that all of the data are normally distributed and the data are acceptable to be analyzed through parametric statistics test in the form of paired sample t-test both on treatment and control class.

2. **Independent Sample T-Tests**

Concerning the characteristic of the sample of the research, which is separately (independently) involved in this research, the researcher carried out independent sample t-test to judge comparison of normalized gain score between the control and experimental class. Table shows the result of independent sample t-test by using SPSS version 20.
Table Result of Independent Sample T-Test between N – Gain of Control and Experimental Class

### Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>PRET EST</td>
<td>.032</td>
<td>.858</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POST EST</td>
<td>2.695</td>
<td>.105</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table indicates that the score of Sig. (2-tailed) is higher than 0.05, where statistically means that there is no significant difference of students’ reading comprehension between the control and the experimental class. In another word, Ho is accepted, and H1 is rejected.

**Students’ Motivation at Control Class**

The Result of Students’ Motivation in Treatment Class

The Result of Students’ Motivation of Pre-Test

The description of data was shown in this chapter consists of minimum score, maximum score, mean, standard deviation, variance.

### Table Descriptive Statistics of Intrinsic Motivation of Pre-Test in Treatment Class

<table>
<thead>
<tr>
<th>Statistic</th>
<th>N</th>
<th>Range</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skortotalpretest Valid N (listwise)</td>
<td>34</td>
<td>24.00</td>
<td>37.00</td>
<td>61.00</td>
<td>1640.00</td>
<td>48.2353</td>
<td>.98479</td>
<td>5.74223</td>
</tr>
</tbody>
</table>

Based on the data result by using descriptive statistic can be concluded that minimum score is 37.00, maximum score is 61.00, mean score is 48.23, standard deviation is 5.74 and variance is 32.9.
Descriptive Statistic of Motivation of Pre and Post-Test in Treatment Class

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Range</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-TEST</td>
<td>34</td>
<td>24.00</td>
<td>37.00</td>
<td>61.00</td>
<td>1640.00</td>
<td>48.23</td>
<td>5.74223</td>
<td>32.973</td>
</tr>
<tr>
<td>POST-TEST</td>
<td>34</td>
<td>13.00</td>
<td>53.00</td>
<td>66.00</td>
<td>2066.00</td>
<td>60.76</td>
<td>3.32173</td>
<td>11.034</td>
</tr>
</tbody>
</table>

From table above can be concluded that there is improvement of student’s motivation in treatment class after using thieves’ strategies. This case can be seen above table which scores of mean, minimum and maximum score in post test was increased than score of mean, minimum and maximum score in post test.

Students’ Motivation Paired Sample Test within Pre Test and Post Test in Experimental Class and Control Class

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Differences</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Pai r 1 pretestcont – posttestcont</td>
</tr>
<tr>
<td>Pai r 2 pretesteksp – posttesteksp</td>
</tr>
</tbody>
</table>

By using Pair sample t-test, it was gotten that the value of Sig (2-tailed) =0.000 with α = 0, 05 and df = 33 in control class and value of Sig (2-tailed) = 0,000 with α = 0, 05 and df = 33 in experimental class because the value of Sig (2-tailed) is less than α value. It means that there was significant difference score within pre test and post test in experimental class and control after treatment; it’s indicated that after treatment students have been motivated in reading comprehension.

The result of Students’ Interview about Their Perception about THIEVES strategy on Reading Comprehension

The researcher also explored about the perception of thieves on control class. The interview with the students revealed negative perception about the benefits of thieves even though few of them were don’t found pretty difficult to follow the procedure of the strategies because teaching reading for them using conventional instruction like a flat rules there was no challenge in there, so they are easier to do it. Difficult words are also as the top diffi-
culty which hampers to understand the certain meaning of sentences in the texts. Students or commonly, almost all of students in control class also reported that they do not like these strategies, they were bored with the conventional instruction because the learning just focused on the lecturer, so they less to develop their learning skills. Only 20 percent students in classroom who seemed like using conventional instruction. Students also do not appear to get a motivation after being treated by thieves. They do not want to read reading texts.

V. CONCLUSION

Based on the result of data analysis, the researcher figures out a conclusion that there is no significant difference of students’ reading comprehension in treatment class and control class namely there is no significance difference between thieves strategies and conventional instruction .it’s proved with the result of significant alpha > 0.005.

In students’ motivation, based on the data analysis, they were motivated with these strategies because, in treatment class was interested for them and significant alpha refers that, t-count < 0.005. Based on the previous description of students’ motivation towards the teaching of reading at SMPN 9 Kendari, the students shows to have a good response to the administered questionnaires of motivation. Although, the use of thieves strategies and conventional instruction were not have significant difference.

Despite the quantitative result of the data in which the technique did not give a significant difference before and after treatment on reading comprehension, after being treated by thieves’ strategies, the students showed positive perception on reading comprehension. They were intending to attend the upcoming courses which provide the same strategies. They really hope that this technique could bring them far to the reading comprehension. They changed after by these strategies. They are motivated to read better, to read a lot, and to comprehend easily

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