

ABSTRACT

HILMI HIDAYATI SHOLIHAT: ACTIVATING STUDENTS' PRIOR KNOWLEDGE THROUGH "THIEVES" STRATEGY IN TEACHING READING (A Case Study at The Eighth Grade of MTs Al-Irfan)

Prior knowledge has an important role in reading comprehension. It helps in understanding a text. A previous study shows that MTs Al-Irfan students tend to have difficulty understanding the text. This is due to their less vocabulary and less experience in this matter prior knowledge. Prior knowledge can help them in understanding the text. A study stated that prior knowledge has an important role in understanding the text for children who have poor vocabulary (Henderson & James, 2018).

This study aims to investigate the use of THIEVES strategy in students' reading comprehension skills in EFL settings. It also aims to find out the process of activating prior knowledge of students through THIEVES strategy in teaching reading, to know an improvement on students' comprehension in reading using THIEVES strategy and to know students' response in using THIEVES strategy.

The qualitative approach with case study was used in this study. This study involved researcher as observer as well as teacher and 20 students at the eighth grade of MTs Al-Irfan Tanjungsari Sumedang subdistrict. The collected data are from observation of teaching reading with THIEVES strategy, reading test and opened-ended questionnaire of students' response in using THIEVES strategy.

The results showed that during the process of activating prior knowledge using THIEVES strategy, Title and Visual are interchangeable elements. It was also found that students had the type of declarative knowledge. THIEVES strategy helped students in making prediction about text. It made the improvement of students' comprehension increased. The result on students' response in using THIEVES strategy showed that there were two types of response namely positive and negative. The positive response was the use of THIEVES strategy helped students understand the text read. While the negative response was the THIEVES strategy was difficult and complicated. Therefore, it is a suggestion for teachers to activate prior knowledge of students to improve their comprehension of reading English texts.

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