

CHAPTER V CONCLUSION

5.1 Conclusion

In conclusion the THIEVES strategy, students become more active readers rather than passive recipients of information. They are trained to ask questions, identify the main ideas, and make inferences based on the structure and elements of the text. This aligns closely with the skills needed for critical reading, where evaluating the credibility of sources, detecting bias, and analyzing arguments are essential. The strategy scaffolds students' thinking processes, guiding them to engage in higher-order comprehension tasks.

Moreover, the structured and repeatable nature of the THIEVES strategy empowers students to approach complex texts with greater confidence and independence. As they become familiar with each component of the strategy, their ability to critically examine text structure and content improves. This leads not only to better comprehension scores but also to the development of long-term academic reading habits, particularly useful across content areas such as science, history, and literature.

In conclusion, the THIEVES strategy proves to be an effective method in enhancing students' critical reading comprehension. By emphasizing a systematic preview of informational texts, it supports students in identifying key ideas and organizing information efficiently. Most importantly, it cultivates critical thinking by prompting students to question, connect, and reflect upon the text. As such, integrating the THIEVES strategy into reading instruction offers both immediate and lasting educational benefits

5.2 Suggestions

The findings from this study highlight the positive influence of the THIEVES strategy on students' critical reading comprehension. As a structured pre-reading technique, THIEVES enables students to better engage with texts, anticipate key information, and build a framework for understanding. To maximize its potential, various stakeholders—including researchers, educators, and students—have important roles in sustaining and developing the use of the THIEVES strategy. The following are specific suggestions aimed at guiding future research and improving the application of this strategy in educational contexts.

Future research is encouraged to explore the application of the THIEVES strategy

among students with varying reading proficiency levels, including struggling readers and advanced learners. This will help determine how effectively the strategy supports different learner profiles. In addition, it is recommended to compare the THIEVES strategy with other pre-reading strategies to assess its relative effectiveness. Employing a mixed-methods approach— combining both quantitative and qualitative data—would also provide a deeper understanding of students’ cognitive processes while engaging with the strategy.

Teachers are encouraged to incorporate the THIEVES strategy into their daily or weekly reading routines to foster consistency and student familiarity. Providing explicit instruction and modeling of each component of the THIEVES strategy is particularly important for younger students or those learning English as a foreign or second language (EFL/ESL). Additionally, facilitating group discussions using THIEVES prompts can help promote collaborative critical thinking and engagement with the text.

Students are advised to regularly practice using the THIEVES strategy before reading academic texts to enhance comprehension and information retention. Creating personalized notes or visual diagrams that summarize each component of the THIEVES strategy can support deeper understanding. Working in pairs or small groups to discuss interpretations and findings after applying the strategy also encourages meaningful dialogue and critical reflection.

