

THE INFLUENCE OF USING RIDER (*Read or Listen, Imagine, Describe, Evaluate, and Repeat*) STRATEGY TOWARDS STUDENTS' LISTENING COMPREHENSION IN DESCRIPTIVE TEXT OF THE SEVENTH GRADE AT SMPN 1 SUKOHARJO IN THE ACADEMIC YEAR OF 2022/2023

Thesis

Summited as Partial Fulfillment of the Requirements for S1- Degree

By:
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Study Program: English Education

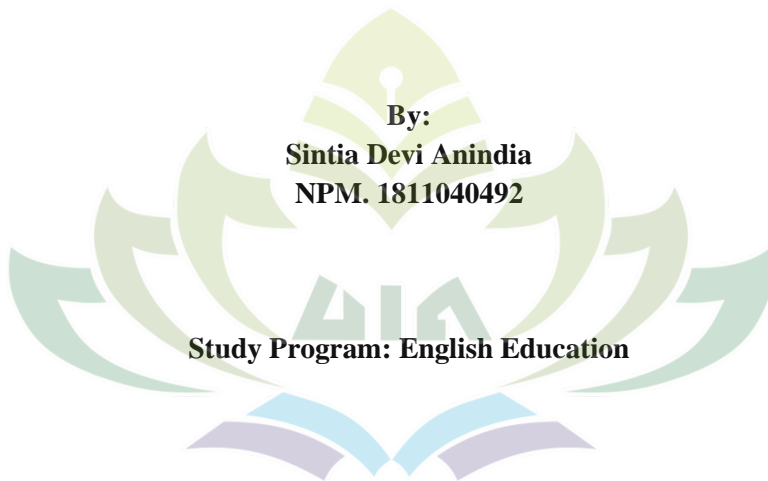


**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC RADEN INTAN LAMPUNG
2023**

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**ENGLISH EDUCATION STUDY PROGRAM
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2023**

ABSTRACT

The aim of this research is to measure students' listening comprehension in descriptive text by using the RIDER Strategy. The RIDER strategy is one of collaborative learning that consists of *Read or Listen, Imagine, Describe, Evaluate, and Repeat*. Most students of the seventh grade feel difficult in listening activity, especially to comprehend the descriptive text. Because, most of the students do not know the basic skills of English language but in the junior high school the students must learn English subject.

This research used *Quasy Experimental* as the design of the research method in quantitative. The researcher used pre and post test in two classes as follows: experimental and control class to measure the students' listening comprehension in descriptive text. Based on the data findings, there was a significant influence of using the RIDER strategy towards students' listening comprehension in descriptive text of the seventh grade at SMPN 1 Sukoharjo in the academic year of 2022/2023.

It can be seen and supported by the result from sig. (2-tailed) of equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.000, it is lower than $\alpha = 0.05$ and it means that (H_o) is rejected and (H_a) is accepted. It can be proved from the hypothetical test, where the alternative hypothesis is accepted and the null hypothesis is rejected.

Keywords : *Listening Comprehension, RIDER Strategy, Quasy Experimental*

DECLARATION

I state that the thesis entitled: **“THE INFLUENCE OF USING RIDER (*Read or Listen, Imagine, Describe, Evaluate, and Repeat*) STRATEGY TOWARDS STUDENTS’ LISTENING COMPREHENSION IN DESCRIPTIVE TEXT OF THE SEVENTH GRADE AT SMPN 1 SUKOHARJO IN THE ACADEMIC YEAR OF 2022/2023”** is truly the researcher’ own original work. The researcher fully responsible for the publication of the thesis. The sources and structure of the writings in this research have complied with the provisions and ethnical standards.

Bandar Lampung, September 21th 2022

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MOTTO

لَكُمْ اللَّهُ يَفْسَحُ فَأَفْسَحُوا الْمَجْلِسَ فِي تَقْسَحُوا لَكُمْ قِيلَ إِذَا ءَامَنُوا الَّذِينَ يَأْتِيهَا
الْعِلْمَ أُوتُوا وَالَّذِينَ مِنْكُمْ ءَامَنُوا الَّذِينَ اللَّهُ يَرْفَعُ فَاَنْشُرُوا أَنْشُرُوا قِيلَ وَإِذَا ۞
خَيْرٌ تَعْمَلُونَ بِمَا وَاللَّهُ ۞ دَرَجَاتٍ

Meaning : "God will exalt those who believe among you and those who are given knowledge by degrees. and Allah is Aware of what you do." ¹

(Q.S. Al-Mujadalah: 11)



¹ Departemen Agama RI. *Al Quran dan Terjemahannya*. Bandung: Syamil Cipta Media ,2019

DEDICATION

Praise and gratitude be to Allah the Almighty for His abundant blessing for me, and from my deep of heart and great of love, this thesis is dedicated to

1. My beloved parents, my beloved mother (Saminah), my beloved father (Sugeng) who always give me motivation, supports, and pray for me. Thanks for everything.
2. My beloved brothers and sister (Agung Setia Budi, Diego Alan Suhendra, Habibuloh, and Sri Wahyuni), Thanks for being such a supportive.
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CURRICULUM VITAE

The researcher's name is Sintia Devi Anindia. She was born in Sukoharjo on August 2th 2000. She is the latest child of Mr. Sugeng Suharsono and Mrs. Saminah. She has two brothers, and she have a sister.

She began her study at Primary School of SDN 1 Sukoharjo. She continued her study at Junior High School of SMPN 1 Sukoharjo. And for Senior High School, she studied at SMAN 1 Sukoharjo and graduated in 2018. After graduated from Senior High School, she took English Education major to continued at UIN Raden Intan Lampung.



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Finally, the researcher was fully aware that there is still a lot of weakness in this thesis are always open-heartedly welcome and the researcher hopes that this thesis will be useful for the readers.

Bandar Lampung, September 21th 2022
The Researcher

Sintia Devi Anindia
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CHAPTER I

INTRODUCTION

A. Title Confirmation

As the first to understand the title of this thesis proposal, and to avoid misunderstanding, this research feels the need to explain some words which become the title of this research. The influence of Using RIDER (*Read or Listen, Imagine, Describe, Evaluate, and Repeat*) Strategy towards Students Listening Comprehension in Descriptive Text of the Seventh Grade at SMPN 1 Sukoharjo in the academic year of 2022/2023. Some points that was explained as follows:

1. The Influence

Influence is the capacity of person or things to be a compelling force on or to have an effect. Changing how someone or something develops, behaves or thinks.¹ It means influence is considered a solution constructing that one does by giving advice or guidance to other, establishing purposes, goals, and improving quality continuously. In this research the influence can be interpret as the design of research that was used to measure students listening comprehension by using RIDER strategy.

2. RIDER Strategy

There are so many strategy to interact and improve the achievements of students Listening Comprehension. One of them is Read or Listen, Imagine, Describe, Evaluate and Repeat or in the term is RIDER strategy.² This strategy can be use of imaging or creating pictures to assist in listening comprehension and also one of suitable strategy in teaching descriptive text with a small group or whole class as a

¹ J Zaaiman, *Power and Influence assessing the conceptual relationship*(journal of KOERS :Vol.14.no2.2020).p 22

² Scevak, J. And Moore, P. The strategies students in Year 5, 7 and 9 Use for Processing Texts and Visual Aids. (New York: Journal of Language and Literacy, 1997), p.280

discussion. This strategy can motivate the students in learning descriptive text on listening activity.

a. Read or Listen

Read or listen, this is the first step in learning listening comprehension by using audio descriptive monologue and the students listen it carefully.

b. Imagine

In the second step on the other side the students listen the audio, they are also able to imagine what they listen from the audio.

c. Describe

In the third section, the students describe what they were imagined based on the monologue audio.

d. Evaluate

The fourth step, in this section the students and the teacher evaluate together what they describe right now.

e. Repeat

The last step, the students and teacher repeat the step from the first step. To get clear the information.

Based on the explanation the RIDER Strategy means the independent variables that measure students' listening comprehension in descriptive text.

3. Listening Comprehension

Listening comprehension is one of the activities by the student's in knowing and comprehending the monologue text based on audio.³ Because listening comprehension is the process of someone to understand the speech in native or the process where the people focus on chosen parts of oral input, structure meaning of passage, and connect to what they hear with established knowledge. This research looked up the listening comprehension students in descriptive text specially.

³ Babita Tyagi, Listenin: An Important Skill and Its Various Aspects, The Criterion An International Journal in English. (GZB: The Criterion, 2013), p. 120

4. Descriptive text

Descriptive text is kinds of the text that tells about something such as things, place, people and etc.⁴ Descriptive text in audio as called descriptive monologue, the text that tells about things, place, or people are included in the audio or video.

Based on the explanation above ti can be concluded that the title confirmation had been explain from each word in this title of this research. This research was conducted to investigate the influence of using RIDER strategy towards listening comprehension in descriptive text of the seventh grade at SMPN 1 Sukoharjo.

B. Background of the Problem

As a global language, English has been use and taught in almost every country in the world, including Indonesia. It is important to teach because English is often use as a means of an international communication.⁵ It is widely use in any kind of activities all over the world. In Indonesia, English has been taught from elementary school up to senior high school, also at University. English has been four major skills that are should be mastered by the students in learning English they are Listening, Speaking, Reading and Writing.

Furthumore, Listening is the part of communication. It is taking more space because listening is the first skill in language. According to John “Most of us spend seven of every 10 minutes we are awake in some form of communication activity. Of these seven minutes (or 70 percent of the time we are awake), 10 percent is spent writing, 15 percent reading, 30 percent talking, and 45 percent listening”.⁶ This skill has large position than

⁴ Zemach, and Rumisek, *Academic Writing From Paragraph to Essay*, (Oxford: Mc.Milan Publisher Ltd, 2005), p.25

⁵ Rao, *The Role of English as a Global lngauge*, (journal of English education in Parapulli, Vol.2.no.12.2015)

⁶ John A. Kline, *Listening Effectively* (1st ed) (Air University Press: Department of Defense School Environment, 1996), p.1-2

others skills. Listening is the active part that very important because it is the main point of communication. John said counselors and other experts on interpersonal communication tell us that listening is the skill that can make or break a relationship”⁷ it means that in relationship each other the people need to communication skills by responses or get the information from the another communication.

According to Underwood listening is a basic skills that is very important to be mastered in order to support the others activity such as speaking reading and writing became easy to understand in learning language.⁸ It means listening is a substantial thing not only in communication but also in language acquisition. Teachers mostly spend their time in class by speaking. This indicates that learners would have some input through listening. According to Hamouda as an input listening holds and important role in improving students language acquisition. In spite of its. Importance, listening becomes a neglected skill in teaching English as Foreign Language.⁹ The reason which makes listening tends to be neglected is based on language teachers perception that listening skill would be automatically acquired by language learners.

Based on the Preliminary research that has been done by interviewing English Teacher and giving the Listening test for students seventh grade at SMPN 1 Sukoharjo on March 3rd 2022. By interviewing Miss Maya, she said the ideal condition in teaching and learning listening is based on the facilities and media. Speaker, headset, LCD, and AC is the facilities that must exist in listening class. Without these facilities the process will be unconditional.¹⁰

There are some problems in teaching listening. Miss Maya said that the problems in teaching listening are lack in the teaching materials or strategy. Teacher didn't have a good

⁷ Ibid., p 4

⁸ Underwood, Teaching Listening. London: Longman, 1991. p 21

⁹ Hamouda, A . Listening Comprehension Problems: Voices From the Classroom. Language in India 12(8).2012)pp.1-49

¹⁰ Pre research interviewed English teacher

strategy in teaching listening. Sometimes teacher didn't find the audio and the strategy that relate to the material but the students still confused and can not to understand.

Students have some problems when they learn listening. Students in seventh grade in a fact, the students are feeling difficult to get information from audio record of listening activities. Most students are lack in vocabulary, they are not familiar with the words and there are some words that are hard to be understood. They are hard to understand the pronunciation of the word, difficult to differentiate the similar pronounce, and they cannot catch the word because It is pronounced too fast. Missing subject because they are not really focus ceuased classes is noisy or the strategy in learning listening is not commond. In other hand the totals of students listening test in preliminary research the data describe on the below:

Table 1.1
The totals Listening Test score in Preliminary Research at SMPN 1 Sukoharjo

No	Class	Score		Total
		<75	>75	
1	VII A	25	5	30
2	VII B	27	3	30
3	VII C	26	4	30
	TOTAL	74	12	90
	Percentages	93%	7%	100%

Source: Preliminary Research at SMPN 1 Sukoharjo

From data above, there are three classes and 90 students of the seventh grade at SMPN 1 Sukoharjo. There are more students who get low score or get score below the criteria of minimum masteri (KKM) of the school. A standars score of criteriation of minimum masteri (KKM) of English subjet at that school is 75. There are 74 &93%) students get score under 75 and 12 (7%) get ore than 75. It indicated that the most students didn't get the standard score and still difficulties in learning English especially in listening skill.

Based on the data of preliminary research that had been found, there are some problems and difficulties in teaching learning listening. To make students understand about the lesson easily. The teacher can use a good strategy. There are many kinds of strategy that can use in teaching listening comprehension. One of them is RIDER Strategy. To overcome this problem, the researcher was used RIDER Strategy to help students in listening comprehension. It is to expect that there is a good strategy in the learning listening comprehension.

Most of students, listening in English is a significant challenge so that they feel difficult to listen any kind of spoken language, not only listen a dialogue form, but also listen a monologue form. Especially for monologue text, most of the students feel boring when listening, because the audio goes on a long time, so they was got tired in understanding it. Most of the students also find difficulties to concentrate in a long time, they often feel asleep and end to do other activity while listening. If it happens, it can be assumed that the students cannot get the information from the audio well.

Based on the phenomenon above, it is clear that many problems in students learning English and the teacher need solution to solve this problems. In fact the strategy of teaching English is needed in order to improve the students skills especially in listening skills. Therefore, to make the teaching learning process interesting the teacher needs special strategy. There are many strategies to interact and improve the achievement of students listening comprehension. One of them is Read or Listen, Imagine, Describe, Evaluate and Repeat (RIDER). According to Whitehead, RIDER is a strategy that can be use of imaging or creating pictures to assist in listening comprehension and also one of suitable strategy in teaching descriptive text with a small group or whole class as a discussion.¹¹ by using this strategy, students are ask to focus more on the audio video monologue they are working with in order to better their listening comprehension skills. The use of RIDER strategy is not general in Indonesia so, that is one of the reasons why this research wants to conduct this study. The implementation of RIDER strategy will be received to see if it

¹¹ Mc Cusker and Lee Oliver (Lewis & Lewis), (2006), DE&T Language Support Program.

increases the students comprehension. However, in the context of teaching listening comprehension the influence of the evidence above need to be found. To gain the evidence. The research needs to be conduct.

Based on the phenomenon and Background of the Problem above, this research was conducted in titled The Influence of Using Rider (Read or Listen, Imagine, Describe, Evaluate and Repeat) towards Students' Listening Comprehension in Descriptive Text of the Seventh Grade at Smpn 1 Sukoharjo.

C. Identification and Limitation of the Problem

Based on the background of the Problem above this research identified the problem as follows:

1. Most of students still lack vocabulary.
2. Students find difficulties to understand the meaning of word on audio.
3. Listening comprehension in the classroom generally does not comprehension but just listen pronunciation, only listen fluent but does not know what they listen.

Considering the problems identified above, the research was focused on the influence of using RIDER strategy towards students listening comprehension in descriptive text of the seventh grade at SMPN 1 Sukoharjo.

D. Formulation of the Problem

Based on the background of the study that has been discussed before, the problems of the research:

1. Is there any Influence of using RIDER strategy towards students listening comprehension in descriptive text of the seventh grade at SMPN 1 Sukoharjo?

E. Significance of the Research

The finding of this research were supposed to be useful for:

- a. The students, this research is an input for the students to improve their English skills especially in Listening comprehension.
- b. The teachers, it is used to improve to the English teachers and others who concern in learning English about using RIDER Strategy on Descriptive text to obtained listening comprehension.
- c. The another researcher, this study can be use as reference for further study on listening comprehension.

F. Previous Studies

There were several Previous Researches that were relevant to this research.

1. The first is a research done by Eni, Rahayu and Zainal entitled: *Improving Students Reading Comprehension on Recount text by Using Rider Strategy*. This research used classroom action research method to measure students reading comprehension by using Rider Strategy. This research was conduct at SMPN 11 Pontianak, trough Rider Strategy this research used instrument field note and observation checklist to collected the data. Based on research conduct the researcher found means score was 60,14 and in the second treatment the researcher got students score were 69,16, and in the last test the researcher found significance socre was 79,84 it can be concluded that Rider strategy can be develop students reading comprehension skills.¹²
2. The second is a research done by Nadhif & Hidayat entitled: *Rider Strategy to Improve students reading skills*. This research was conducted by used experimental research design. In the another side this research used pre and post test ad the

¹² Eni Yulianingsih, Rahayu Apriliasawati, Zainal Arifin, *Improving Students Reading comprehension on recount text by using Rider strategy* (journal of English Education Study Program, Vol. 2.no 13. 2017)

instrument to collect the data. This research was conducted at class XI Ma Maarif Balong Ponorogo. Based on research conducted, the researcher found that there is development or influence that is significant towards students' reading comprehension skills by using the Rider strategy. As the total pre-test score (14,81%) and post-test were 29,62% it can be concluded that the Rider Strategy can be used to improve students' reading comprehension skills.¹³

3. The third previous research based on Loppies entitled "Rider Strategy: Its Effectiveness In Developing Listening Skills" this study had been done by using the RIDER Strategy to measure students' listening skill. This research used experimental research in known students' listening comprehension by giving pre and post test. At the end, as the result was found, the students' mean score increased to 66.05 from 44.82. The RIDER Strategy has been successful in improving students' listening comprehension and motivating students to develop their listening skills. It means that the RIDER Strategy can develop students' listening skills.
4. The last previous research done by Sri Wahyu entitled "The Use of RIDER (Read, Imagine, Describe, Evaluate, and Repeat) strategy in teaching reading narrative text to the eleventh grade students of SMA Nasinal Pati." In her research, the method of research was experimental research with one group design. The population used is the eleventh grade students of SMA Nasional Pati. The writer got one class as a sample of the research. The sample was chosen by using cluster random sampling technique. She found that the RIDER strategy can be used to improve students' reading comprehension. Meanwhile, she used a test to collect the data. From the research, she found that the second hypothesis was accepted, because t obtained was higher than t table. It means that there is a significance

¹³ Ahmad Nadhif & Wawan Hidayat, *Rider Strategy To Improve Students Reading Skill* (Journal Penelitian Islam, Vol. 13 No 2 . 2019) p.33351

effect of using RIDER strategy toward reading comprehension of to the Eleventh Grade Students' of SMA Nasional Pati.¹⁴

From those research that has been done, the difference with this research was aim to measure the influence of using RIDER Strategy towards students listening comprehension in descriptive text of the seventh grade at SMPN 1 Sukoharjo. The research design in this study was use Quasy Experimental research design in kuantitatif. Only one test that given by the researcher that is post test at the end of the research to know about research objective. Therefore this research was conducted in titled "The Influence of using RIDER (*Read of Listen, Imagine, Describe, Evaluate, Repeat*) towards Students Listening Comprehension in Descriptive Text of the Seventh Grade at SMPN 1 Sukoharjo".

G. Systematic of the Discussions

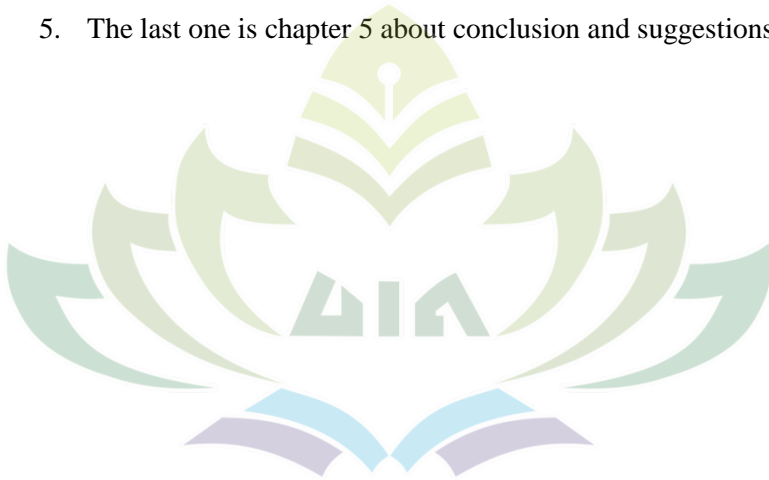
In this proposal entitle "The Influence of using RIDER (*Read of Listen, Imagine, Describe, Evaluate, Repeat*) towards Students Listening Comprehension in Descriptive Text of the Seventh Grade at SMPN 1 Sukoharjo". This research described several systematic of the research arranged in 3 chapters.

1. In the first chapter, the researcher explains the title affirmation, background of the problem in this session explains about problems faced by students in English lesson, identification and limitation of the problem, formulation of the problem, objective of the research, significance of this proposal for the readers in the future, relevancy of the research, and systematic of the research.
2. To achieve the objectives of the research, the researcher need to know the concepts and theories of the variables to be studied. So the researchers describes in detail each variable

¹⁴ Sri Wahyu Harlina, The Use of R.I.D.E.R. (Read, Image, Describe, Evaluate, and Repeat) Strategy in Teaching Reading Narrative Text to the Eleventh Grade Students' of SMA Nasional Pati in 2015/2016 Academic Year, (S1 Thesis, English Education Department, Teacher Training and Education Faculty: Muria Kudus University.2015)

from the title of this study in chapter 2. That is about parts of RIDER Strategy and Listening Comprehension

3. After knowing the concepts and theories behind each variable, the research explained about research method. Which includes the place and time of the research, research design, population, sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfillment of the assumption, and hypothesis testing.
4. The next, chapter 4 this research after collecting the data was explained the data finding and make the discussion for each data such as normality test, result of statistic, hypothesis test.
5. The last one is chapter 5 about conclusion and suggestions.





CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Teaching English as a Foreign Language

Language is a set of rules use by human as a tool of their communication.¹⁵ It seems that language is what people speak not what people writte. Language is sets of habits. English in Indonesia is taught as the first foreign language and it is compulsory subject for the students to be learn starting from elementary school up to universitas. The students just learn English in the classroom and they just communicate with their teacher. This, English in Indonesia a is a foreign language because it is not use in daily lives, and as local content in elementary school and a compulsory subject in junior high school to university level. As the foreign language, English as a Foreign Language this is generally take to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target-language country.¹⁶

English is not easy to learn as stated by capt, Istopo, in Aprillina's thesis states, "Bahasa Indonesia has not yet achievement equivalent word for all English terms".¹⁷ Furthermore, Setiyadi states, language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (learning theories). Differences in learning language will differ from one based on the assumption that learning a foreign language not same as learning a mother tongue. It may be argued that the actual teaching English

¹⁵ Sanggam Siahaan, *The English Paragraph*, Graha Ilmu, Yogyakarta, 2008, Page. 1.

¹⁶ Jeremy Harmer, *How To Teach Writing* (new York : Longman Publisshing, 2004b). Page. 39.

¹⁷ Aprilina, *The Correlation Between Mastery Of Maritime English Vocabulary And Writing Ability Of The Nautical Department Students' Of STIMARTAMNI (Semarang 2008)*. Page. 9 A thesis. (Unpublished)

in Indonesia may differ from the English teaching in Malaysia or teaching English in USA. In which people should learn English in condition where the language is used for communication in their daily lives.”¹⁸

According to Boey, the purpose of the teaching foreign language is to enable the students to use the language in communication.¹⁹ It means that in learning English the teacher does not only give the student theory about English but also he has time for practicing in their communication whether written or speak through English language instruction. To achieve the target, the English teacher should be able to motivate the students in the classroom.

Based on the statement above, the writer assumes that teaching English as a foreign language is the teacher should prepare the material instruction and the application of techniques well. Because language learning and teaching can be regarded as process, the first role is to facilitate the communication process between participant and the various activities.

B. Concept of Listening

1. Definition of Listening

One of skill in language is listening. Listening involves a desire to understand other human being. An attitude of respect and acceptance, and a willingness to open a mind to attempt and distinguish things from other point of views. Listening involves a high stage of concentrations and energies. It demands while setting aside our thought and

¹⁸ Ag. Bambang Setiyadi, Teaching English As A Foreign Language, (Yogyakarta; Graha Limit, 2006). Page.20

¹⁹ Lim Kiat Boey, An Introduction To Linguistics For The Language Teacher, SEAMEQ (Singapore; University Press,1975). Page.3

agenda, putting ourselves in other's shoes and attempt to see the world through eye of person.²⁰

Therefore, ogrodnik state that "listening are most essential form of communications, yet it is still recurrently ignore in all probability attention might be expressed to subject of listening." Student and business men they need to further identify the consequence of these communicative function.²¹

Listening as vital component of oral communications, or an interactive "process in which an individual take a role of speakers and listeners through a non-verbal and verbal components. Listening skill must be a main area of unease to teacher and student of second foreign languages. This is unease of this chapter which tend to summarize what are vital to be identified about process of listening to learn foreign languages. Listening skill are needed to be" mastered by university students. Ability of listen and understand when there are person talking in English. Students that are good in listening will understand more of speaker says.²² And the other theory, Listening is important abilities that have to be mastered²³.

From two theories above, it could be terminated that listening is skill of major who should be mastered and understand by student what"she or he"gets from speaker,"get"new information that already heard by them.

²⁰ Babita Tyagi, Listenin: An Important Skill and Its Various Aspects, The Criterion An International Journal in English. (GZB: The Criterion, 2013), p. 120

²¹ Sullivan A.Ogrodnik. Importance of Effectives Listening skill: Implication For Work place And Dealings With Difficults" People. (2011), p. 4

²² Dara Yusnida, Asnawi Muslem, Abdul Manan.a Study of Teaching Listening(English Education Journal (EEJ).(Banda Aceh: Syiah Kuala University, 2017), p. 440.

²³ Apin Hidayat. "The"Use"of"Songs"in"Teaching Students' Listening"Ability(Journal of English and"Education.(Indonesia University of Education: English Education Study Program, 2013), p. 21

2. Definition of Listening Comprehension

Listening comprehension is understanding the speaker of people include the speech of sound, meaning of word and syntax of sentence. Vandergrift and Goh said in comprehension, understood word are passed from the parser to the conceptualizer, drawing on appropriate knowledge sources through the process of utilization along the way.²⁴

Listener concept their understand of the message and save this in long term memory. Buck giving statement in his journal about the unique of listening, he emphasized how the important characteristics of spoken texts-phonological modification, accent, prosodic features, speech rate, hesitation phenomena, discourse structure, and non-verbal signals differentiates between the writer and the speaker word, and argues that authentic samples of speaker speech be use when testing L2 listening ability.²⁵

In listening comprehension listener understand about the accent, phonology and etc. Listening comprehension is an active process. Listeners analyze what they hear and interpret it on basis of their linguistic knowledge and their knowledge of topic.²⁶ Receiving sound by hearing process and then translate it based on listener linguistic knowledge and background knowledge. But in another hand we have all the skills and background knowledge in our first language that we need to understand the sound we hears so we not really know about how complex it process.

Millestones said in his book that I believe that in listening comprehension we should go further than simply teaching comprehension of lexis, of morpho-syntactical

²⁴ Larry Vandergrift and Christine C. M. Goh, *Teaching and Learning Second Language Listening*, (1sted) (New York: Routledge, 2012), p.44

²⁵ Garry Buck, *Assessing Listening* (New York: Cambridge University Press, 2001), p.1

²⁶Ibid 21

elements, of speech structure.²⁷ In comprehension should catch about the lexis, morph-syntactic and speech structure. Students should catch all the nuance of speech that important in language. We might be able to teach students more than understand but reproduce the topic. Listening comprehension is dealt with by emphasizing the comprehension of the overall meaning of the message.²⁸ Students should understand about all of the message from speaker said that was their hearing. They must pay attention all of the words; minimally understand the phonemes of words. Brown said listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.²⁹

The sound input by ear then go to the brain and listener listen here to form of understanding and it will give comprehension. Thus, listening comprehension is the ability in listening comprehension then understanding the meaning but not only in general but in specifics details like pay attention about meaning of word, syntaxes of sentence, phonological, accent, and etc based on their background knowledge and their understanding linguistics knowledge.

3. Types of listening

Brown mentioned four performance of types of Listening, as follows :

1) Intensive

Listening for perception of the components (phonemes, words, intonation, discourse, markers, etc.) of a larger stretch of language.

²⁷ Millestones, *The Teaching of Listening Comprehension*, (Paris: Goethe Institute Colloquium, 1979), p. 124.

²⁸ Petra Poelmans, *Developing Second-Language Listening Comprehension: Effects of Training Lower-Order Skills Versus Higher-Order Strategy*, (Netherlands: LOT), p. 3.

²⁹ H Douglas Brown, *Teaching by Principle*, (New Jersey: Prentice Hall, 2001), p. 249

2) Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.

3) Selective

Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV, or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.

4) Extensive

Listening to develop a top-down, global understanding of speaker language. Extensive performance ranges from listening to lengthy lecturer to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.³⁰

Based on theory above, the researcher take the one of kinds of listening to teach in the class, it is extensive listening. In extensive listening people get the process of understanding of speaker, then understand the message or purpose of spoken. It is related to listening comprehension that should

³⁰ H. Douglas Brown, *Language Assessments Principles and Classroom Practice*, (San Fansisco: Longman, 2004), p.120

understand the spoken of language. This type will make students understand and comprehension about the sound.

4. Aspect of Listening

Listening is the ability to find the meaning of information with a focus on what the speaker is saying. There are some aspects of teaching listening. Based on the theory of teaching listening by Brown, there are 3 aspects. They are:

1) Listening for main ideas

The listening for the main ideas means that the listener wants to know the general idea of the speaker said.

2) Listening for details

The listener needs detail information like getting directions to someplace.

3) Listening and making inferences

Speakers do not always mention exactly what they mean. It is, an important aspect of meaning that is sometimes implied rather than the state. To know what really meant is the listener has to “listen between the lines”.³¹

It can be concluded that, to get the information from the speaker, the listener should show their ability to listen for main ideas, listen for details, and listen to make inferences.

³¹Steven Brown, Teaching Listening, (New York: Cambridge University Press, 2006), p.6

C. Concept of Text

1. Definition of Text

Siahaan and shinoda stated that a text is meaningful language in a contexts, it is both a spoken and write text.³² Therefore text is a writing form or result of the writer result. Write text is any meaningful write text. The writer assumes that text is some sentences in write text and the readers can get information from the text.

2. Kinds of text

Text is when these words are put together to communicate a meaning, a piece a text is created. Pardiyono said that there are 9 kinds of text that must be taught by students.

1) Descriptive text

Descriptive is the type of text that describes an object.

2) Recount text

Recount text is the type of text about information in the past event.

3) Narrative text

Narrative text is the type of text about problematic story that has a climax and document as a solution in the end of the story. The story can be a fiction such as legend, fairytale, myth, and fable.

4) Procedure text

Procedure text is the type of text to describe how something is accomplished through a sequence of actions or steps.

³² Sanggam Siahaan And Kosno Shinoda, *Generic Structure Text* (Yogyakarta: Graha Ilmu, 2008), P.1

5) Explanation text

Explanation text is the type of text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

6) Report text

Report text is the type of text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

7) Exposition text

Exposition text is the type of text about argument or opinion of someone to perceive the problem.

8) Discussion text

Discussion text is the type of text to present (at least) two points of view about an issue.

9) News item

News item is the type of text about events of the day which are considered newsworthy or important.³³

D. Descriptive text

1. Definition of Descriptive Text

Descriptive is a type of written text with a particular purpose to defined an object such as human or non human. Descriptive text clarified about person, item, and position in a special way. Zemach and Rumisek add that a descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done.³⁴

As explained by Oshima and Hogue that descriptive writing appeals to the senses, it tells how something looks,

³³ Pardiyo, *Aku Pasti Bisa: the Art of Teaching*, (Yogyakarta: Andi Publisher, 2010), p.27-38

³⁴ Zemach, and Rumisek, *Academic Writing From Paragraph to Essay*, (Oxford: Mc.Milan Publisher Ltd, 2005), p.25

feels, smells, tastes, and sounds.³⁵ A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. It suggests that descriptive writing is depends on colorful language to bring a subject to life. Descriptive text is a text that gives information about particular person, place, and thing. Gerot et al in Mursyid stated that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.³⁶ The characteristic features of a person, an animal or a particular thing become the focus of descriptive text. The point about descriptive text is gave a description of something in particular in order to help the people perceive it through words.

The conclusion from explanation above, descriptive text is a written English text in which describe the characteristics of something, it can be a person, a place or thing. Besides that, descriptive text tells something explains how someone looks or feels with using the general information and specific information.

2. Generic Structure of Descriptive Text

Descriptive text has structures, Gerot and Wignell in Mursyid said that the generic structures of descriptive text are identification and description:

1) Identification

The aim of identification is to identify the phenomena that to be described. It identifies who or what to be described. The identification usually state in the first paragraph to introduce reader what to be

³⁵ Oshima, A., and Hogue, A., *Introduction to Academic Writing (3 rd Edition)*, (New York: Pearson Education, Inc, 2007), p.61

³⁶ M Mursyid PW, *English Learning Handout*, Available at <http://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf> (accessed on november 30th,2020). p.4

describe in the next paragraph. It also can be in form of definition.

2) Description

The function of description is to describe part, qualities, and characteristics. In this part, the writer explains about the subject in detail.³⁷ It use to support the identification.

Finally, it can be concluded that descriptive text is a written English text in which describing about person, place, or thing with detail. Besides that, descriptive text tells something explains how someone looks and feels with using the general information and specific information. It means that descriptive text is a paragraph arrangement that consist of generic structures that can make a good written and good arrangement.

3. The Language Feature of Descriptive Text

The significant grammatical featured in descriptive text are:

- 1) Focus on specific participant (my English teacher, tia's cat, etc)
- 2) Use of simple present tense.
- 3) Verb of being and having “relational process” (my dad really cool, he has short black hair)
- 4) Use descriptive adjectives (strong legs, white clothes).
- 5) Use detailed noun phase to give information about the subject (very beautiful scenery, a sweet young lady)
- 6) Use of action verb “material processes” (it eats grass, it runs fast)
- 7) Use of adverbial to give additional information about behavior (fast, at yard).

³⁷*Ibid.p.4*

The example of descriptive text:

Descriptive of Place

Borobudur Temple

Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m²) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site. (*Identification*)

Borobudur temple consists of six square floors and three circular floors which arranged accordingly and make it to be stair-like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of *relief* panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated *stupa*. It is said that, if you place your hand into the stupa through one of its hole and you can touch the Buddha statue, you will be able to make one of your dream come true. (*Description*).³⁸

E. Concept of Description Text in Listening Skill

Descriptive text is a text that gived information about particular person, place, or thing. According to Gerot et al in Mursyid, descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of

³⁸ Katazyna Kowal, *The Borobudur Temple : the Buddhist Architecture in Indonesia*. (Budiwnicto Journal Vol.2.no.3.2017). URL : https://pdfs.semanticscholar.org/18df/502c8cf43921b3d2a39ef3fc918141ddefb7.pdf?_ga=2.238590208.1251737842.1672147670-301505842.1668698705 accessed on 26 Desember 2022

particular thing, animal, person, or others.³⁹ The students must be understand the monologue that tells about something, they also have to understand about points that included in descriptive monologue text.

In listening comprehension descriptive text, the students understand what the description about, and the identifications that will found in the monologue by listening the audio or video. It means the students should be able to comprehend the content of audioby interpret the listening comprehension aspect such as main idea, detail, and vocabulary.

In addition, the conclusion about the ability to comprehension listening descriptive monologue the students can be know about vocabulary, main idea, and detail information that included in the monologue text. write descriptive text means an ability to understand a text that briefly describes a certain form the object such as a human, location, an item, or an animal that fulfills strong mastery of Listening aspects.

F. Concept of RIDER Strategy

1. Definition of RIDER Strategy

RIDER is one strategy that can be use to encourage listening activities select by the teacher to assist listening comprehension it is use to improve listening comprehension for students at any grade level.⁴⁰ RIDER is the acronym as follows:

R = Read or Listen, read or listen the audio/video.

I = Imagine, make an image or picture in mind.

D = Describe, describe how the new image is different from the last sentence.

E = Evaluate, evaluate the image to make sure it contains everything necessary.

³⁹*Ibid*.p.5

⁴⁰ Scevak, J. And Moore, P. The strategies students in Year 5, 7 and 9 Use for Processing Texts and Visual Aids. (New York: Journal of Language and Literacy, 1997), p.280

R = Repeat, repeat the step to RIDER as you listen the audio sentences.⁴¹

According to Mercer, RIDER is a visual imagery strategy or Listening and reading comprehension, this strategy makes the students comprehend the text and the students can share with a partner.⁴² It means that RIDER strategy is the use of imaging or creating pictures to assist in listening comprehension. It can develop to improve each student's ability to visualize and easy to an improvement in the it ability to spontaneously recall details of a text and their understanding of the text through visual in their imagination. This strategy is best suited to use with a small group or whole class as the discussion to support enhanced listening comprehension. The students can share their idea with other students in the class. It can make students to be active and thoughtful readers, improving their comprehension. Using this strategy the students will be easy to comprehend the audio in any grade level though imagine in their mind.

2. Procedures of RIDER Strategy

According to Lewis in teaching listening using RIDER strategy. The first, explain the students about the step RIDER. Tell they will make imagine pictures in their mind about the audio. Then Select a audio for the students to listen. Get the students to listen to short section of the audio and cue them to develop a picture as they to listen. Ask them to describe their picture. Discuss this within the group. Get the students to listen the audio section of the audio. Ask them now about their "picture". The last keep working through this sequence

⁴¹ Clark, F, Deshler, D, Schumaker, J, Alley, G, & Warner, M. Visual Imagery and Self Questioning: Strategies to Improve Comprehension of Written Material (New York: Journal of Learning Disabilities, 2001), p.145

⁴² Mercer, C. D. and Mercer, A. R. Teaching Students with Learning Problems. Englewood Cliffs, (New Jersey: Prentice-Hall, Inc. 2006), p. 88

to the end of the audio.⁴³ Furthermore, Clark et.al stated, there are some procedures of using RIDER strategy are as follows:

- 1) The teacher teaches the students the steps involved in RIDER.
- 2) The strategy stages are facilitated by the use of audio without picture.
- 3) The teacher tells the students they will be making imagine pictures in their mind about the audio.
- 4) The teacher selects a audio for the students to listen the audio.
- 5) The teacher asks the students to listen a short section of the monologue and cue them to develop a picture as they listen in their minds.
- 6) The teacher asks the students to describe their picture in words.
- 7) The teacher asks the students to discuss this within the group.
- 8) The teacher asks the students about their “picture”.
- 9) The teacher keeps working through this sequence to the end of the audio.⁴⁴

3. The procedure of RIDER Strategy in teaching Listening Comprehension in Descriptive text

There are many kinds of cooperative learning. To make the goal of cooperative learning is achieved the teacher have to know how to applied in the class. Most of schools in Indonesia used K13 system. According Musfiqon there are

⁴³ Hahn E Lewis. *A Contextualitic Worldview*. (Carbondale: Southern Illinois University Press, 2001), P. 92

⁴⁴ Clark, Frances L., Donald D. Deshler, Jean B. Schumaker, Gordon R. Alley, dan Michael M. Warner. “Visual imagery and self-questioning: Strategies to improve comprehension of written material.” *Journal of Learning Disabilities* 17, no. 3 (1984): 145–149.

five steps in scientific approach: observing, questioning, associating, experimenting and communicating.⁴⁵

1) Observing

- a) The teacher gave explanation about example descriptive text to students.

2) Questioning

- a) The students asked the questions about descriptive that they have been no understood yet.

3) Associating

- a) The teacher gave explanation about kinds of text especially descriptive text.
- b) The teacher explained RIDER strategy to students.
- c) The teacher explained to students how to apply example descriptive text by using rider strategy.
- d) The teacher divided students into groups.

4) Experimenting

- a) The teacher was applied Listen, the students listen the monologue of descriptive text from the teacher.
- b) The teacher review of RIDER strategy with students.
- c) The teacher listen the audio part of text in the first sentence. After that the teacher described information appropriate about audio.
- d) The students made imagine about information they listen from teacher.
- e) The teacher asked the students to make picture or key word about information in their mind in cue card.

⁴⁵ Musfiqon, Pendekatan Pembelajaran Saitifik, (Sidoarjo: Nizama Learning Centre, april 2015). P. 38-40.

- f) The teacher asked the students to describe what information in their mind.
- 5) Communicating
 - a) The teacher ask students to practice.

4. The Advantages of RIDER Strategy

According to Mercer, there are some advantages of RIDER strategy:

- 1) Through the RIDER strategy, the students can be motivated in reading a monologue text.
- 2) With RIDER strategy the students can improve their ability in understanding audio.
- 3) RIDER strategy can train the students to do something in sequence. They know what they should do first, then and after that, because they have guidance. When they listen the audio, they listen for a purpose.
- 4) The RIDER strategy will help the student to be responsible for what they have done.
- 5) The strategy can make the students relax and enjoy listening audio.
- 6) The strategy is easy to do for the teacher. The teacher can apply without many teaching media. If there are no media, the teacher still can do it manually.⁴⁶

Based on explanation above that the researcher can be concluded that using rider strategy process it can more effective, and students can easily understand the information from the audio. Because, the students to be responsible then students must describe and tell what information in their imagine. This process also can make the learning process become more interesting, student feel enjoy make interaction between students and other students.

⁴⁶ Mercer, C. D. Et.al, Ibid, p. 90

G. Concept of Bottom Up strategy

1. Definition of Bottom Up Strategy

According to Dash Bottom Up strategy is another strategy that is used the same as the previous knowledge that helps students figure out the message implied in words, phrases and sentences.⁴⁷ Equally important, concerning to Bottom up According to Richard explains the use of the incoming input as essential for understanding the message that is organized systematically from sounds, to words, clauses, and finally sentences, until the meaning is captured in the brain where the listener grammatical and lexical competence provided the basis for Bottom up processing.

This strategy just give the student opportunity to think something based on their mind and what they listened. It was made the students could not understood at all, because not all of the students can be interpret and understanding smallest unite of languages (sounds), connect the sounds (words), and words are connected to understand (phrases, sentences, entire messages).

2. Process of teaching listening using Bottom Up Strategy

According to Long that the Bottom Up strategy processing works at. Different linguistics levels a product of several cognitive subsystems working together in harmonious ways. The step as follows;

- 1) The teacher start to play the audio in English subject.
- 2) The students hearing and listen the audio.
- 3) In the same situation, the students must be able to detect and understand contextual information which is data driven rather than knowledge driven that they has to interpret the meaning of audio.

⁴⁷ Field, J (2009) Listening in the language classroom. Cambridge: CUP.

4) The teacher will give the exam.⁴⁸

Based on the explanation above, it can be concluded that Bottom Up strategy is the strategy that the teacher used to improving the listening comprehension students. But, there are many lack of this strategy because not all of the students can understand the meaning of audio and the languages it will distract them in listening comprehension.

H. Frame of Thinking

Listening is an important aspect of activity because without listening activity someone cannot know anything in this word. By listening, we can get information and knowledge. The student has to the hobby of listening music and etc because students young enertion in the country. In teaching listening comprehension is not easy. Especially listening in English text. For this problem as a teacher should use appropriate strategy to make students more interest one of the appropriate strategy that can be used in teaching listening is R.I.D.E.R Strategy. This strategy has five steps that are Read, Imagine, Describe, Evaluate, and Repeat.

This strategy can make the students more active and interest to understand about the text. More than there was many benefits of the RIDER strategy. First, the R.I.D.E.R strategy can make students active and skillful listener in listening class since it provides many challenging activities. It activities that students background knowledge by doing imagination or visualization through the monologue text. second, by doing the activities, the students listen more actively enthusiastically because they are more interned in finding out what happened in audio. Besides, they often remember more information, even after much time has passed because of the student's curiosity. Third, a strategy can motivate students to listen by imagination, what is coming to the student's mind when the teacher is giving

⁴⁸ Long, D. (1989). Second Language Listening Comprehension: A Schema-Theoretic Perspective. *The Modern Language Journal*,73(1), 32-40. doi:10.2307/327265

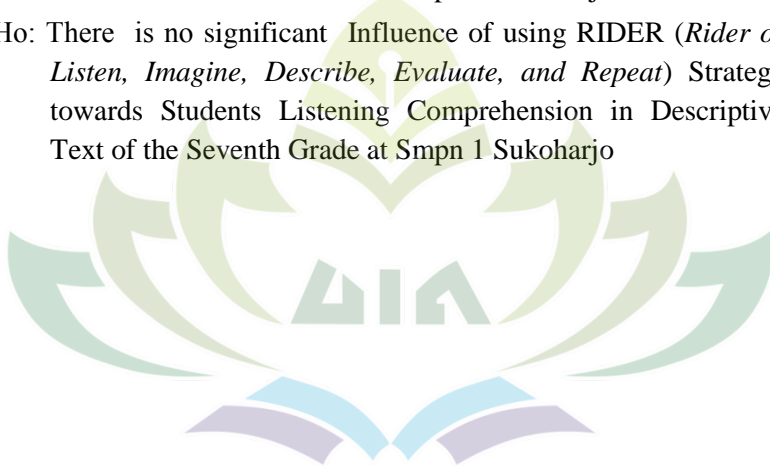
them a audio, the students predict what will happen in the audio, then they want to know whether their imagination is true or not by listened they evaluate their imagination. It means that can create higher order thinking.

I. Hypothesis

Based on the formulation above the researcher was to stated of hypotheses in the followed:

H_a : There is a significant Influence of using RIDER (*Rider or Listen, Imagine, Describe, Evaluate, and Repeat*) Strategy towards Students Listening Comprehension in Descriptive Text of the Seventh Grade at Smpn 1 Sukoharjo

H_o : There is no significant Influence of using RIDER (*Rider or Listen, Imagine, Describe, Evaluate, and Repeat*) Strategy towards Students Listening Comprehension in Descriptive Text of the Seventh Grade at Smpn 1 Sukoharjo



- Donald Ary, Lucy Cheser Jacobs And Chris Sorensen, (2013) *Introduction To Research In Education 8th Ed*, (Canada: Wadsworth Cengage Learning)
- Garry Buck, (2001) *Assessing Listening* (New York: Cambridge University Press).
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