

**THE INFLUENCE OF USING READ IMAGINE DESCRIBE EVALUATE
REPEAT (R.I.D.E.R) STRATEGY TOWARDS STUDENTS' READING
COMPREHENSION IN DESCRIPTIVE TEXT AT THE FIRST
SEMESTER OF THE TENTH GRADE OF MA RAUDLATUL
MUTTA'ALLIMIN KASUI WAY KANAN IN THE
ACADEMIC YEAR 2018/2019**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1 Degree

By:

ELTA EVRIANI

NPM. 1511040237



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG
2019**

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**Study Program : English Education
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ABSTRACT

This research is about the influence of using RIDER strategy towards students' reading comprehension in descriptive text. The objective of the this research is to know whether there is significant influence of using rider strategy towards students' reading comprehension in descriptive text at the first semester of the tenth grade of MA Raudlatul Mutta'allimin Kasui Waykanan in the academic 2018/2019. The research methodology was a quasi experimental design. In this research, the population was the tenth grade of MA Raudlatul Mutta'allimin Kasui Waykanan. The sample of this research was two classes consisting of 31 students for experiment class and 31 for control class. In the experiment class the researcher used rider strategy and in the control class used translation strategy. The treatments were held in 3 meetings. In collecting the data, the researcher used instrument in the form of multiple choice questions which had been tried out first before the pre-test. After validated the instrument, the researcher gave pre-test for both classes before the treatments. Then, after conducting the treatments, the same instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to computer independent sample t-test. From the data analysis computed by using SPSS, it was obtained that Sig. = 0.142 and $\alpha = 0.005$. The score of t_{observed} was higher than t_{critical} (0.05), so H_0 was refused. It means that H_a is accepted. Therefore, there is a significant influence of using rider strategy towards students' reading comprehension in descriptive text at the first semester of the tenth grade of MA Raudlatul Mutta'allimin Kasui Waykanan in the academic 2018/2019.

Keywords : Descriptive Text, Reading Comprehension, RIDER strategy.

DECLARATION

I hereby stated that this thesis entitled “The influence of using rider strategy towards students’ reading comprehension in descriptive text at the first semester of the tenth grade of MA Raudlatul Mutta’allimin Kasui Waykanan in the Academic Year 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, May 20th , 2019

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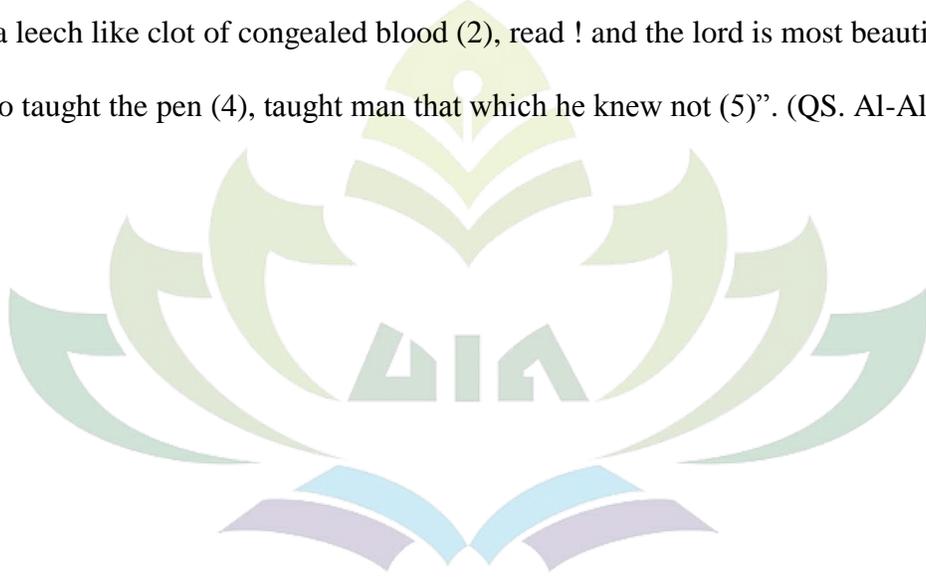
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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ الْأَكْرَمُ الَّذِي
عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“Read ! in the name of Allah the lord and cherisher, who created (1), created man, out of a leech like clot of congealed blood (2), read ! and the lord is most beautiful (3), he who taught the pen (4), taught man that which he knew not (5)”. (QS. Al-Alaq: 1-5)¹



¹ “Tafheem ul Quran Surah Al-‘Alaq: 1-5 in Arabic and English” (On-line), Available on <http://www.islaicstudies.info/> (Accessed on: Desember 2nd 2019)

CURRICULUM VITAE

The researcher's name is Elta Evriani. She was born in Kotaway, on February 13th, 1997. She is the fifth child of Mr. Salim and Mrs. Nurbaiti. She has fifth sister namely Erdiana S.Pd, Eva Hariana, Ani Julita, Sastra Jaya S.sos, Melia Agustina Brother Amsarudin S.Pd, Firman, Edi A.Md and has nephew and niece namely Najwa Nisa Ul Khoiriyah, Aulia Puspita and Fatih Tristan Ardiyansah.

She started her study in elementary school at SD N 1 Kotaway in 2003 and finished in 2009. After that, she continued to junior high school at SMP N 1 Rebang Tangkas waykanan and passed in 2012. After graduating from junior high school, she began her study in senior high school of MA Raudlatul Mutta'allimin and finished in 2015. In 2015, she continued her study in State Islamic University of Raden Intan Lampung as a student of English education of Tarbiyah and Teacher and Training Faculty.

While being a college student, the researcher was a member of ESA. She also was a member of UKM BAPINDA and UKM BAHASA, she had her Student Study Service (KKN) in Sukoharjo 3, Peringsewu. After having KKN, the researcher did her Field Teacher Training (PPL) in SMA N 6 Bandar Lampung.

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May Allah bless and gives goodness for all guide and help that have been given to the researcher. Finally, the researcher is fully aware that are still a lot of weakness in this thesis. Therefore, the researcher welcomes criticisms and suggestions from readers to enhance the quality of this thesis. And may this thesis give benefit for the readers. Amin

Bandar Lampung, May 20th, 2019

The Researcher,

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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is much tool for communication rather than set of rules.¹ It means that language is set of rule in order to be able to communicate well. A people can fulfill their needs of life by communication. Language also used by everyone to transfer information when of person communicate each other. Hence, in order to be successful in to join communicative interaction, all of participant in speech communication have to use their language. From the statement above, Language is rules a system of arbitrary vocal symbol used for human communication.

There are four skills to be mastered in learning English, namely: listening, speaking, reading and writing. Listening and reading are both receptive skills, while speaking and writing are productive skills. All of the skills play important roles in communication, and they are closely related with one another. The researcher only focus in reading skill. According to Scanlon Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.² Nowadays reading becomes activities that must be mastered by human being. As we know that there are many information to us in the form of text. In this era not just books and journal that can be used as our

¹ David Nunan, *Teaching English to Speakers of Other Languages: An introduction*, (New York: Routledge, 2015), p.13

² Donna M. Scanlon at all., *Early Intervention For Reading Difficulties*, (New York: The Gilford Press, 2010), p.9

sources to get information, but from various source, including text. Such as we read newspaper, in daily activity. In fact, we read information through our mobile phone when we receive and sent message on whatsapp or other application.

Based on the experience of the research in teaching and learning English the students have difficulties to comprehend English text on magazine, book, journal, even to comprehend text in their English school books, while they must read their compulsory books or other materials related to their lesson. Students usually get confuse to answer the question of the comprehension in reading text.

According to Sayin, Reading comprehension is the act of inference from written text based on the complex process of the various source of information related to each other.³ From statements, everyone must increase their reading comprehension with good skill in understanding text and conclude. It means that reading comprehension is to know the information from the text to understand that. In another word, there are some aspects of reading comprehension that should be considered by the reader.

Teaching reading comprehension is not easy. Based on the preliminary that was done by researcher in MA Raudlatul Mutta'allimin. After the researcher interviewed the English teacher Mrs Sri Hartini S.Pd, she said that Some of students in MA Raudlatul Mutta'allimin had lack to learned structure, grammar,

³ Afyer Sahin, *The Effect of Text Types on Reading Comprehension*, Turkey: Ahi Evran University, Education faculty, 2013 p.1

vocabulary especially in reading comprehension of descriptive text, and they got difficulties to remember new meaning of sentence, because them lazy to open a dictionary.⁴ She was used translation strategy in English language teaching process. The translation is the process of replacing an original text, known as the source text within substitute one known as the target text.⁵ It might be happen because teaching strategy that was used by teacher was uninteresting, then the students bored always open dictionary. The researcher also interviewed one of the students, the researcher got information that students have difficulties to comprehend the reading text, then the students feel bored in learning process.⁶

Based on the preliminary research, the researcher concludes that the students were interested in learning English by providing the with appropriate strategy which is able to increase their score in learning English. In the teaching and learning process there were many kind of strategies that could be applied by the teacher to improve the students reading comprehension. To solve this problem the researcher overcome alternative strategy in teaching descriptive text reading by using rider strategy.

⁴ Sri Hartini, *English Teacher*, MA Raudlatul Mutta'allimin Kasui, on November 24th, 2018, An interview , Unpublished.

⁵ Belachoui Sidi Mohammed El Habib, *A Survey On Translation Procedures And Techniques*, Department of English, Abou-Bekr Belkaid University, Algeria. Vol. 5, Issue 01, Jan 2017.p,1 Available on (<http://www.bestjournals.in>), Accessed on November 7 2017 4:35 a.m.

⁶ Student' of *MA Raudlatul Mutta'allimin kasui waykanan*. An Interview, November 24th 2018

According to Mercer, there are some steps for using the RIDER strategy. It is explained, Read (reading the sentence), Image (making an image or picture in your mind), Describe (how the new image is different from the last sentence), Evaluate (making sure that the image contains everything necessary), Repeat (the step to RIDER as you read the next sentence).⁷ The use of the R.I.D.E.R strategy strengthened the students' ability to monitor their comprehension and to recall information. According to Whitehead cited in Lewis the use of imaging or creating pictures is to assist reading comprehension, to defense students to imagine the whole picture, which may include locations, characters/people, facial expressions and environmental factors and cue them to describe what they see.⁸

Further, The R.I.D.E.R strategy that encourages interaction with a knowledgeable other, modeling the strategy in a non-threatening way and assisting the student to use the comprehension strategies. It is anticipated that metacomprehension would develop so the student will automatically visualize text, and use 'fix-up' strategies that they encounter a mismatch. Gradually the student would be able to do this independently.⁹

⁷ Dwi Anggreini Waskito Putri, "The Effect Of Read-Imagine-Describe-Evaluate-Repeat (Rider) Strategy And Reading Motivation Towards students' Reading Comprehension At Grade Viii Of Smp Pertiwi 2 Padang" Universitas Negeri Padang, Vol. 3, No. 2 Oktober 2016 Available on: (<https://www.arbitrer.fib.unand.ac.id>) (Accessed on Saturday, November 20th 2017, 11:08)

⁸ Mercer, C. D. and Mercer, A. R. *Teaching Students with Learning Problems*. Englewood Cliffs, (New Jersey: Prentice-Hall, Inc. 2006), p.

⁹ *Cued use of the R.I.D.E.R. strategy improves the spontaneous oral retell for a Year Two Student*. Cueing includes explicit instruction by the teacher. Available on (<http://www.doneprairie.com>,)Accessed on November 29 2017 9:04 p.m.

Based on the previous research conducted by Harlina. In her research show the benefits use of R.I.D.E.R. (read, image, describe, evaluate, and Repeat) strategy in teaching reading the narrative text. In this previous result it could improve the students' score of reading comprehension in narrative text.¹⁰ There were some differences between these previous research and present research. Previous research had been done used the RIDER strategy to improve student reading comprehension of the narrative text in SMA Nasional Pati. The current research was conducted at MA Raudlatul Mutta'allimin. Between the previous research and the current research, same by using the RIDER strategy. There is difference in genre text of them.

In this research, the researcher effort this strategy could increase the students reading comprehension in descriptive text. The researcher conducted experimental research entitled: The Influence of Using Read-Imagine-Describe-Evaluate-Repeat Strategy Towards Students' Reading Comprehension in Descriptive text at tenth Grade of MA Raudlatul Mutta'allimin Kasui Way Kanan in the Academic Year 2018/2019.

¹⁰ 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*" Muria Kudus University. Available on (<https://docplayer.info/5058636-by-sri-ahyu-harlina-nim.html&hl=en-id>)_Accessed on November 23 2017 9: 31 a.m.

B. Identification of the Problem

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

1. Some of students had lack of reading comprehension of descriptive text
2. Some of the students had difficult to find the meaning of reading descriptive text.
3. Some of the students had a lack of English grammar vocabulary and structure.
4. The teacher's strategy was uninteresting in teaching reading descriptive text.

C. The limitation of the problem

Based on the identification above, the researcher focused on the problem of how the influence of using Read-Imagine-Describe-Evaluate-Repeat strategy towards students' reading comprehension in descriptive text. Moreover, the researcher focused on types of reading performance on interactive reading performance.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher formulated as follows: Is there any significant influence of the Read-Imagine-Describe-Evaluate-Repeat strategy towards students' reading comprehension in descriptive at the first semester of the tenth grade of MA Raudlatul Mutta'allimin Kasui Way Kanan in the academic year 2018/2019?.

E. Objective of the research

The object of research is to find out whether there is a significant influence of the Read-Imagine-Describe-Evaluate-Repeat strategy towards students' reading comprehension in the descriptive text at the first semester of the tenth grade of MA Raudlatul Mutta'allimin Kasui Way Kanan in the academic year 2018/2019.

F. Significance of the Research

After doing this research, the researcher expects that there are some significances of the research follows:

1. Theoretically

Theoretically, the result of this research expected to support the previous theories about the influence of using the Read-Imagine-Describe-Evaluate-Repeat strategy towards students' reading comprehension.

2. Practically

- a. For the students, The result of this research are expected to give motivate the students to learn English and improve their reading comprehension in descriptive text.
- b. For the teacher, to give information to the English teacher of using Read-Imagine-Describe-Evaluate-Repeat strategy in teaching reading comprehension, especially descriptive text.

G. Scope of the Research

1. The Subject of the Research

The subject of the research were the students at the first semester of the tenth grade of MA Raudlatul Mutta'allimin Kasui Way Kanan in the Academic Year 2018/2019.

2. The Object of the Research

An object of the research were the students' Reading Comprehension in Descriptive Text and the used of Read-Imagine-Describe-Evaluate-Repeat strategy towards reading comprehension of descriptive text.

3. Place of the Research

The research was conducted at MA Raudlatul Mutta'allimin Kasui Way Kanan.

4. Time of the Research

The research was conducted in the first semester of the academic year of 2018/2019.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

English is an international language, almost people from all over the country use English for their communication, that why English is a very important language. In Indonesia, English as a foreign language. English just used in a certain situation. English is learned at schools and people do not speak the language society. It means Indonesian students learn English only in the class not used English for communication in daily life.

As we know, teaching English as a foreign language gives students only little opportunity to using English for daily in communication because they usually just use English in the class through a process teaching. Teaching includes the design and implementation of activities that promote learning and includes classroom teaching, course design, the development of instructional materials, and the development of formative and summative assessment.¹ In consequence, as a teacher must able to across what the material will showing to students when teaching English especially. It can make the students understood and fell enjoy and interest to study in the teaching-learning process.

¹ Christopher Kloppe and Steve Drew, *Teaching For Learning and Learning For Teaching*, (Griffth University: Sense Pubhliser., 2015), p.3

Based on explanation above, the researcher concludes that English in Indonesia as a foreign language. An Indonesian student's study English as a foreign language through teaching in the class. Because, Teaching English is a process of learning, something to an understanding of English.

B. Definition of Reading

There are four skills in the language. Reading is one of them. Reading is an activity to get information in the text. Reading is a process of making sense of written ideas through meaningful interpretation interaction with language.² A good reader is one who understands what he reads, and the faster he able to get meaning from his reading the more efficient he is.

We read to gain meaning. Of course, in a language like ours, there is a sense in which it is possible to read without understanding. This is because the alphabet we use in writing and printing, and the alphabetic principle that determine our script and our spelling, allow us to reproduce sounds from a print by following rules that enable us to convert print into sound.³ There are several materials that we can read getting information from a printed word, like book, newspaper, comics, novel and any other than from sound like music lyrics. Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes

² Erika Sinambela, Sondang Manik & Rotua Elfrida Pangaribuan, "Improving Students' Reading Comprehension Achievement by Using K-W-L Strategy Linguistics Research" Vol. 4, No. 3; 2015, p.15 Available on (<http://www.sciedupress.com/elrEnglish>) Accessed on Sunday, November 23th 2017, 9:16

³ Gavin Fairbairn, Christopher winch. *Reading, Writing an Reasoning A guide or students*. Ed.3th (New York: Open University Press, 2011), p. 22

considerable time and resources to develop.⁴ By reading, readers know and understand the meaning than have a purpose to get new knowledge.

Reading also can stimulate your thinking.⁵ It means reading that is done stimulate by our eyes and our brain to process inference the information that we have read. Reading is not just to see words but to think about what the writer will be given to readers. For example Reading a serious newspaper, whether in paper form or online, along with both a popular science and current affairs weekly or monthly will also be invaluable in helping you to improve your general reading ability, by helping you to build up a store of background knowledge with which to make sense of what you read. It means the readers must focus and should combine their background of knowledge when they read the text so that can get the meaning and other information.

According Seravallo, Reading is thinking and understand and getting at the meaning behind a text.⁶ It means that reading is a process through which the reader to get a message from the words they have read to and information from writers. As the process of beginning readers of beginning readers are invited to think about reading, to know the meaning symbols that exist as a message to be delivered by the author, and understand the contents of the message so that a series

⁴ M Bojovic, *Reading Skill and Reading Comprehension in English or Specific Purposes*, (University of Kragujevac, Faculty of Agronomy Cacak, Serbia 2010), p.1

⁵ Gavin Fairbairn, Christopher winch, *Op.cit* p.35

⁶ Jennyfer Seravallo, *Teaching Reading in Small Group* (Porsmouth: Heinimann, 2010), p.43

of new thinking that is conveyed by the author to the reader so that the reader gets the sense from the text.

Reading have many purposes it is support by Nunan state that the important functions of reading are first of all reading for communicative purpose, second reading for educational purpose.⁷ It means that there are function of reading especially the function are for communicative and for the educational it be related. According to Lems et.al, stated reading is an interactive process.⁸ Reading comprehension is generally known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic.⁹ It means that reading is process to get understanding the text in interactive process. In this activity, there is interaction between the writer and the reader because the writer delivers idea to the reader through the text. To understand the text the readers needs to be able to:

1. Read the words
2. Retrieve the words' meanings
3. Put the words together to form meaningful ideas
4. Assemble a large model of what the text about¹⁰

⁷ David Nunan, *Teaching English to Speakers of other language* (New York: Routledge, 2015), p.64

⁸ Kristin Lems, Leah, Miller and Tanena, Soro. *Teaching Reading to English Language Learners*, (New York: Guilford,2010), p.33

⁹ Klingeer janette K. Vaughan Sharon and bosman Alison, *Teaching Reading Comprehension Students with Learning Difficulties* (New York: The Guilford Press, 2007), p.32.

¹⁰ Donna M.Scanlon, Kimberly R. Anderson and Joan M. Sweeney, *Early Intervention for Reading Difficulties*, (London: Gulford Press, 2010), p.9

Based on the explanation above, researcher concludes that Reading is process of got information from printed or written text by our understanding. By reading, the reader will know what they read and the ideas of the writer.

C. Reading Comprehension

Reading is one of skills in English. The most important of reading is comprehension. Scanlon et.al state, comprehension is an active, constructive, process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text.¹¹ It means that reading comprehension is the reader's understanding before and after reading the text, because the readers have an opinion or understanding before reading text, and the connect the reader with the result of the reading comprehension before reading the opinion conclusion of the text.

Comprehension is the center of reading. Reading comprehension is complex intellectual process involving a number of abilities. The two major abilities involve word meanings and verbal reasoning. Without words meaning and verbal reasoning, there could be no reading comprehension, without reading comprehension, there would be no reading. Comprehension also is the process of eliciting and making meaning through interaction and involvement with written

¹¹ Donna M. Scanlon, et.al, *Ibid*, p.276

language.¹² It means that when readers is reading there is automatically interaction process to understand the passage. Reading comprehension involves specific thinking processes.¹³ From statement above, Reading comprehension also is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

According to Harris et.al, Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.¹⁴ It means that reading comprehension is the process reader on reading activities build understanding of the text. The goal, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.¹⁵ It means that in reading a text, the reader have purpose to understand and can get about information from the text.

¹² Abbas Pourhosein Gilakjani, *How Can Students Improve Their Reading Comprehension Skill*. Iran: Departement of English Language Translation Islamic Azad university, Vol. 6, No. 2 June 2016 Available on (<https://www.researchgate.net/publication/303742915.pdf>) (Accessed on Sunday, December 10th 2018, 7:08)

¹³ Beatrice S. Mikulecky, *Reading Power (Reading Faster, Thinking Skill, Reading for Pleasure, Comprehension Skills)*. (Boston: Wesley Publishing Company. 1986), P. 1

¹⁴ Karren R. Harris, and Graham Steve, *Teaching Reading Comprehension to students with Learning Difficulties*, (New York: The Guilford Press, 2015), p.104

¹⁵ G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (Springer : Business Media. 2011), p. 15 (Available on <http://www.springer.com/978-94-007-1173-0.pdf>) (Accessed on Monday, November 23th 2018, 9:12)

According to Simarmata, reading comprehension is the reader ability to read the text, process it and understand its meaning.¹⁶ It means the reading comprehension is the reader ability to comprehend text to get meaning from text.

According to Cain et.al, Reading comprehension is the product of our ability to read the words and Comprehension involves understanding words, understanding sentences, and putting these together to extract the overall message of the text.¹⁷

Reading comprehension is the capability to comprehend, remember, analyze and response a reading material whether the content, type or structure by joining the facts one to another and connect the new information with the reader's possession. Usually in some reading comprehension test contain questions require answers which are not directly stated in a passage, to answer those questions use the signs or clues in the passage to get information.¹⁸

Hansen argues that comprehension is a result of a transaction between the reader and the text, and explains reading a text as: An event involving a particular individual and a particular text, happening at a particular time, under particular circumstances, in a particular social and cultural setting, and as part of the on

¹⁶ John Pieter Simarmata, *Reading Comprehension, Skill with Semantic Mapping and K.W.L Strategies* (Medan: 2014), p.1

¹⁷ Kate Cain, Jane Oakhill, *Understanding and teaching reading comprehension*, (New York: Oxford University Press, 2015), p.1

¹⁸ Syofnidah Ifrianti, *I Like Reading*, (Bandar Lampung: Fakultas Tarbiyah IAIN Raden Intan Lampung, 2010), P. 83

going life of the individual and the group.¹⁹ In addition, Perez stated that improving visual imagery has been shown to improve reading comprehension.²⁰ According to Brown, there are some criteria commonly used in measuring students' reading comprehension ability as follows:

1. Main idea (topic)
2. Expression / idiom / phrases in context
3. Inferences (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea
8. Vocabulary in context²¹

Based on the ideas above the researcher concluded that reading comprehension is important in process from reading to understood text. And then can take information and find the clue in the text question and also understood about that.

In this research, the researcher had to face reading comprehension especially in

¹⁹ Elin Jorde Hansen, *Masteroppgave Reading comprehension Master Fremmedsprak I skolen Avdeling for okonomi, sprak og samfunnsfag*: Ostfol, 2016), p. 10 Available on (<https://es.scribd.com/documen/3600040287/16-00400-21-asteravhandling-readingcomprehension-elin-jorde-hansen-docx-267995-1-1>) (Accessed on Thursday, November 28th 2018, 8:21)

²⁰ Samuel A Perez, *Effective Approaches or improving the reader comprehension of problem readers*, (Norwest Missouri State University, 1978), p.60

²¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practice on Education*, (San Fransisco: Pearson Education 2003), p.206

comprehending descriptive texts which describe and reveal a particular person, animal, place, or thing.

D. Teaching Reading

The purpose of teaching is to support learning.²² Teaching is showing of helping someone to learn how doing something. Giving instruction, guiding in the study of something, providing with knowledge, causing to know understand. It means that teaching is sharing knowledge, giving instruction guiding in the study to build student knowledge and to find information in the learning process. Klopper and Drew stated teaching is the provision of the clear goals that: provides a basic purpose for a class, define learning objectives are realistic available and identify the important questions in the field that the lesson address.²³

Teaching reading is teacher's way to make the students understand about the text. According to Jocelyn Et.al, the purpose of the teaching reading is to instill in student that they may gain information from the text, they can improve their communication skill with knowledge and they may read for pleasure.²⁴

According to Harmer the principle can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

²² John Biggs and Catrine Tang, *Teaching for Learning at University When the student does4 edition* (London: Open University press, 2011), p.20

²³ Cristopher Klopper and Steve Drew, *Teaching for Learning and Learning for Teaching*, (Griffth: Sense Publisher, 2015), p.16

²⁴ Jocelyn L. Paris and Judy L Paris., *Fundamental Subject content knowledge* (Wiley: Wiley Publishing 2012), p.17

1. Reading is not passive skill
2. Students need to be engaged with what they are reading
3. Students should be encouraged to respond to the content of a reading text, not only to the language
4. Prediction is major factor in reading
5. Match the task to the topic
6. Good teachers exploit reading texts to the full.²⁵

It means that teaching is not stuck activity student must enjoy the reading process. As the teacher, we must pay attention how to increase reading text in classroom because teaching reading need more than only reading text. Brown stated that there are activity in teaching reading, such as pre-reading activity, whilst-reading ad post-reading activity.

1) Pre-reading activity

This activity is designed to prepare the student for actual reading of the selected materials. In order word, the teacher helps the students anticipate topic by brainstorming through media and pictures.

2) Whilst-reading activity

This activity is the core activity in teaching learning process. In whilst-reading activity, the teacher distributes the text to the text to the students.

Ask the student to read the text, after that the teacher will gave

²⁵ Jeremy Harmer, *How to Teach English*, (London: Person Education Limited. 1998). P.70

explanations about text, and ask the student to do assignment based on the text.

3) Post-reading activity

It is an activity in teaching reading to comprehend the text. In post-teaching activity, the teacher ask the student to retell about the text and make summary about the text.²⁶

It means that in teaching reading the teacher should have or plan the stages of teaching reading which can make easier in teaching reading process, the students will also be more directional in their learning are pre-reading, whilst-reading, and post-reading stages.

E. Types of Classroom Reading Performance

Hedgcock and Ferris say that reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text).²⁷ Brown stated that there are four categorizes of reading performance assessment tasks, described as follows:

²⁶ H. Douglas Brown, *Teaching by Principle : An Introduction Approach to language Pedadgogy*. (San Francisco: Longman, 1994), p.85

²⁷ John S. Hedgcock, and Dana R. Ferris, *Readers of English Students, Texts, and Context* (New York: Routledge, 2009), p.49

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, *etc.*

3. Interactive

Interactive reading is a process of negotiating meaning, the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed

4. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.²⁸

Based on explanation above, the researcher can conclude that there are some types of classroom reading performance can be used by the students. There are: Perceptive, selective, interactive, and extensive reading. Interactive reading performance is a process in which the readers draw their own intelligence and experience to understand a text and the readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanism to impose some sort of order on these signals. These data-driven operations obviously require knowledge of the language itself. From among all the perceived data, the reader select the signals that make some sense to what is called-meaning. So, interactive reading performance really appropriate for the students' understanding in reading text.

F. Genre of Text

As we know, Language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call

²⁸ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York:Longman,2004), p. 187

texts.²⁹ Usually, Text has a structure, they are orderly grammatical of words, clauses, and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings. The idea that texts can function independently of a context carries important ideological implications, and one of the most serious is the mechanistic view that human communication works by transferring ideas from one mind to another via language.³⁰ It means that text is a unit with a meaningful linguistic in every context. It can be concluded that a good text is a text that appropriates with the topic, use correct grammatical and generic structure accord with the text, and the reader can be understood writer's text.

Many kinds of text in reading ability such as recount, report, analytical exposition, news item, descriptive, narrative, spoof, anecdote and other. It has difference text, definition, function, and generic structure also. There are classify the genre into types. They are as follows:

1. Spoof

Spoof is a text to retell an event with a humorous twist. In other word, the spoof is a text which tells a factual story, happened in the past time with an unpredictable and funny ending.

²⁹ Peter Knapp and Megan Watkins, *Genre-Text- Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29

³⁰ Ken Hyland, *Teaching and Researching Writing* (2nd ed) (Edinburgh Gate: Pearson, 2009), p.8

2. Recount

The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary or story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.

3. Report

Report Information reports are used to present information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, computers, countries of the region, transport, and so on.

4. Analytical Exposition

Expositions are used to argue a case for or against a particular position or point of view. An analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

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

6. Anecdote

An anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narratives construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. They instruct because they teach readers and listeners that problems should be confronted, and attempts made to resolve them. Narratives incorporate patterns of behavior that are generally highly valued.

8. Procedure

Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behavior'

9. Descriptive

Descriptive text is a text to describe a particular person, place or thing. Descriptive focus our attention on the characteristic features of a particular thing, eg Toby the Mongrel (as opposed to information reports, which deal with a general class of things, eg hunting dogs). The subject might be a person, eg Grandpa, a place, eg our house, or a thing, eg my favorite toy. It

might be impressionistic/imaginative, eg a descriptive as a poem or part of a narrative, or an objective description, eg of a robbery suspect.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanations tell how and why things occur in scientific and technical fields. Explanation text is a text to explain the processes involved in the formation or workings of natural or socio-cultural phenomena. Other Definition, an explanation is to explain how or why something occurs.

12. Discussion

Discussions are used to look at more than one side of an issue. Discussions allow us to explore various perspectives before coming to an informed decision.

13. Reviews

Reviews are a text to critique an art work or event for a public audience.³¹

Based on those definitions above, the researcher can conclude, there are many kinds of texts, each of characteristics have different characteristics and purpose.

³¹ Emi Emilia, *Pendekatan berbasis Teks: Dalam Pengajaran Bahasa Inggris*, (Bandung: Kiblat Buku Utama, 2016), p.14

In this case, the researcher just focuses on the Descriptive Text. Because, the researcher want to know the ability of students to comprehend descriptive text, descriptive text is a text is one of text to describe person, place or thing.

G. Descriptive Text

There are many kinds of the texts in English. Every text has the difference in definition, language features, generic structure. In this research the researcher focused on descriptive text. Descriptive text is text that describe about place, thing and people.

1. Definition of Descriptive Text

Descriptive text is a kind of text with a purpose to give information. The descriptive text describes a particular person, place, or thing.³² The description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a personalized, or an animal, or a tree, or a house, or camping. It can be about any topic. Descriptive text is a text that should be given a piece of specific information. Descriptive reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, place, even, of unit time, days. It may be used also to describe more than the

³² Peter Knapp, Megan Watkins, *Op.cit*, p.98-99

outward appearance of people. It may tell about their traits of character or personality.³³

Based on the statement above the researcher conclude that descriptive is a kind of text with a purpose to give information. Descriptive is a kind of text which describe the character of something, someone, or somewhere. Descriptive text can tell an object is alive or dead. Basically, the purpose of this text to providing information about a certain with specific explanations. The context of this kind of text is the description of particular things, animal, person, or other.

2. Language features of Descriptive Text

Descriptive often use 'be' and 'have'. Tense which is often used is Simple Present Tense. However, some times it uses Past tense if the thing to be described doesn't exist anymore.

Significant Grammatical Features:

- a. Focus on specific participants
- b. Use attributive and identifying processes
- c. Frequent use of epithets and classifier in nominal group
- d. Use of simple present tense.³⁴

³³ George E. Wishon, Julia M. Burks, *Lets write English. Revised Edition 2nd* (New York: Litton Educational Publishing International 1980), p.379

³⁴ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Quuensland : Antipadean Educational Enterprises Publising, 1994), p.208

3. Social Function of Descriptive Text

Descriptive is a written English text in which describes the characteristic of something, it can be person, place, or thing. With this genre text, the student learns about the social function, generic structure, and lexicogrammatical feature. The social function of the descriptive text is to describe a particular person, place, or thing.³⁵

4. Generic Structure of Descriptive Text

A generic structure is a general form of the genre. Each of the genres has a generic structure. The generic structures of descriptive text are identification and description. Pardiyoно says that to make the descriptive text the students must implement the important part of descriptive text, they are:

1. Communicative Purpose

The description is a type of writing text, which has a specific function to describe an object.

2. Rhetorical Structure

The rhetorical structures are the part text. Each part has its function. In other words, the rhetorical structures of the descriptive text are:³⁶

³⁵ *Ibid*, p, 208

³⁶ Pardiyoно, *Pasti bisa ! Teaching Ganre-Based Speaking*, (Jakarta :Penerbit ANDI, 2009), p. 123

a. Identification :

Identification is a statement or a short paragraph that identifies the object that is going to be described. It is usually interesting and able to provoke the readers to be eager to read the text.

b. Description :

Description it may consist of one or several paragraphs. This part is used to give sufficient about the object as mention in the identification part of the object can be done according to different angles. Such as size, length, strength, height, color, weather, condition of the location, etc.³⁷

5. The Example of Descriptive Text

Kuta Beach

Kuta is the exciting tourist area on the southern part of Bali. Most tourists visiting Bali do not forget to spend their time in Kuta. It is located in southwestern Bali, just minutes from the airport. Kuta is one of the world's most famous beaches. It first attracted Western surfers with its world renowned surf break followed closely behind by sun worshipers and party goers attracted to its wide stretches of white sandy beach. Kuta is the center of night life activities. Kuta has a shopping mecca, with its lines of shops, boutiques, and galleries. Restaurants line up the streets as well as the beachfront hotels, ranging from a small, inexpensive homestay to a luxurious resort There are many night clubs along Jalan Legian and Jalan Pantai Kuta. The busiest time for all night clubs are around from 22:00 and will close until dawn.

Figure 1
Example of Text Descriptive

³⁷ Pardiyono, *Ibid*, p. 123

<https://www.caramudahbelajarbahasainggris.net/2014/06/contoh-descriptive-text-kuta-beach.html/>

Identification: Showing what specific participant which will be described in the text. In the sample, It is about the Kuta Bali beach. Kuta beach and not the other beaches

Description: Showing the image of the participant. In this sample, Kuta Bali beach is described as a location in Southern Bali which is just a minute from the airport. It also described as the place of the beautiful place for surfers. Kuta Bali beach is also described as the center of nightlife activities.

H. The Concept of RIDER Strategy

1. Definition of RIDER Strategy

RIDER is one strategy that can be used to encourage reading activities selected by the teacher to assist reading comprehension, it is used to improve reading comprehension for students at any grade level.³⁸ RIDER is the acronym as follows:

R = Read, read the sentence from a text.

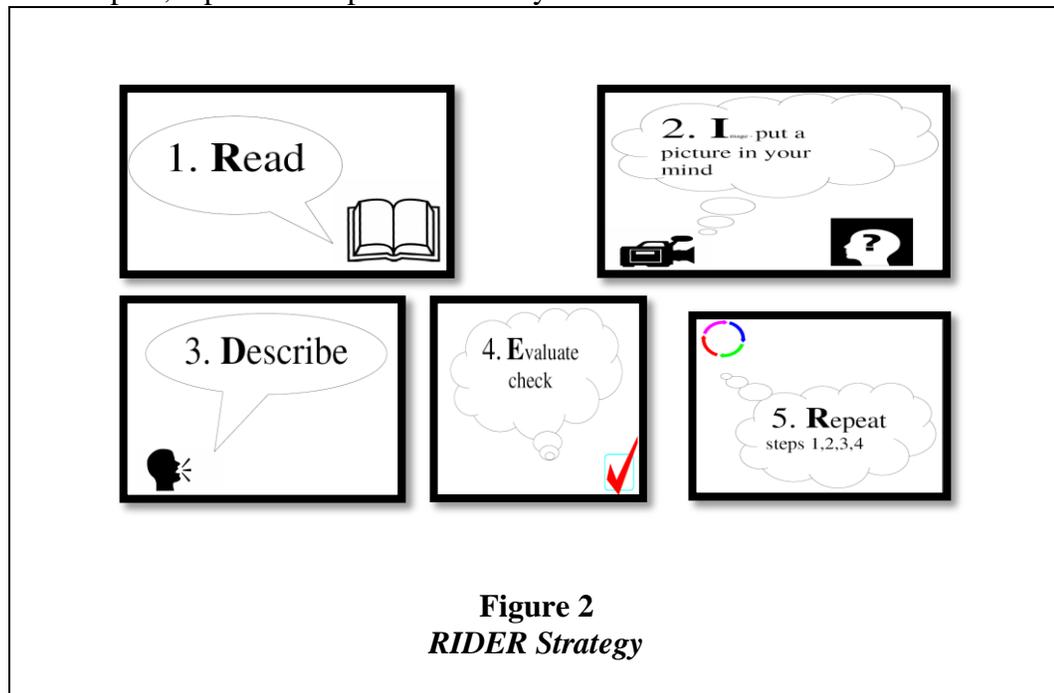
I = Imagine, make an image or picture in your mind.

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.

³⁸ 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 steps to RIDE as you read the next sentence.³⁹



According to Mercer, RIDER is a visual imagery strategy for reading comprehension, this strategy makes the students comprehend the text and the students can share with a partner.⁴⁰ It means that RIDER strategy is the use of imaging or creating pictures to assist in reading comprehension. It can develop to improve each student's ability to visualize and easy to an improvement in their 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 text

³⁹ 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

⁴⁰ Mercer, C. D. and Mercer, A. R. *Teaching Students with Learning Problems. Englewood Cliffs*, (New Jersey: Prentice-Hall, Inc. 2006), p. 88

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 text in any grade level though imagine in their mind.

2. Procedures of RIDER Strategy

According to Lewis in teaching reading using RIDER strategy. The first, explain the students about the step RIDER. Tell they will make imagine pictures in their mind about the text. Then Select a text for the students to listen to or read. Get the students to listen to or read a short section of the text and cue them to develop a picture as they to listen to or read. Ask them to describe their picture. Discuss this within the group. Get the students to listen to or read the text section of the text. Ask them now about their “picture”. The last keep working through this sequence to the end of the text.⁴¹

Furthermore, Syafri et.al stated, there are some procedures of using RIDER strategy are as follows:

- a. The teacher teaches the students the steps involved in RIDER
- b. The strategy stages are facilitated by the use of cue cards (text without picture)
- c. The teacher tells the students they will be making imagine pictures in their mind about the text.

⁴¹ Hahn E Lewis. *A Contextualitic Worldview*. (Carbondale: Southern Illinois University Press, 2001), P. 92

- d. The teacher selects a text for the students to read.
- e. The teacher asks the students to read a short section of the text and cue them to develop a picture as they read in their minds.
- f. The teacher asks the students to describe their picture in words.
- g. The teacher asks the students to discuss this within the group.
- h. The teacher asks the students about their “picture”.
- i. The teacher keeps working through this sequence to the end of the text.⁴²

3. The Procedures of RIDER Strategy in Teaching Reading 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 five steps in scientific approach: observing, questioning, associating, experimenting and communicating.⁴³

- a. Observing
 - The teacher gives explanation about example descriptive text to students.
- b. Questioning

⁴² Weny Syafri, Marza, *Teaching Reading Comprehension By Using Rider (Read, Image, Describe, Evaluate, And Repeat) Strategy Combined With Partner Reading Strategy At Junior High School* Vol 2, No.2 2013 Available on: <http://ejournal-s1.stkip-pgri-sumbar.ac.id/index.php/Inggris/article/view/780> (Accessed on monday, February 26th 2018, 4:07)

⁴³ Musfiqon, *Pendekatan Pembelajaran Saitifik*, (Sidoarjo: Nizama Learning Centre, april 2015). P. 38-40.

- The students ask the questions about descriptive that they have been not understood yet.

c. Associating

- The teacher gives explanation about kinds of text especially descriptive text.
- The teacher explain RIDER strategy to students.
- The teacher explain to students how to apply example descriptive text by using rider strategy.
- The teacher divides students into groups.

d. Experimenting

- The teacher will apply read, the students read a descriptive text from the teacher.
- The teacher review of RIDER strategy with students.
- The teacher read part of text in the first sentence. After that the teacher describe information appropriate about text.
- The students make imagine about information they listen from teacher.
- The teacher ask the students to make picture or key word about information in their mind in cue card.
- The teacher ask the students to describe what information in their mind.

e. Communicating

- The teacher ask students to practice.

4. The Advantages of RIDER Strategy

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

- a. Through the RIDER strategy, the students can be motivated in reading a monologue text.
- b. With RIDER strategy the students can improve their ability in understanding text.
- c. 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 read the text, they read for a purpose.
- d. The RIDER strategy will help the student to be responsible for what they have done.
- e. The strategy can make the students relax and enjoy reading a text.
- f. 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.⁴⁴

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 text that they read. 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.

⁴⁴ Mercer, C. D. Et.al, *Ibid*, p. 90

I. Frame of Thinking

Reading is an important aspect of activity because without reading activity someone cannot know anything in this world. By reading, we can get information and knowledge. The student has to the hobby of reading because the student is a young generation in the country. In teaching reading comprehend it not easy, especially reading in English text. For this problem as a teacher should use the appropriate strategy to make students more interest. One of appropriate strategy that can be used in teaching reading is R.I.D.E.R strategy. This strategy has five steps that are Read Imagine Describe Evaluate 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 readers in the reading class since it provides many challenging activities. It activates the student's background knowledge by doing imagination or visualization through the texts. Second, by doing the activities, the students read more actively and enthusiastically because they are more interested in finding out what happened. 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 read by imagination, what is coming to the student's mind when the teacher is giving them a text, the students predict what will happen in the text, then they want to know whether their imagination is true or not by reading then after reading they evaluate their imagination. It means that can create higher order thinking.

Base on the explanation above, the researcher conclude that the R.I.D.E.R strategy can help the teacher in the teaching learning process and it can give influence understand' reading comprehension.

J. The Hypothesis

Based on the formulation above the researcher would like to state of hypotheses in the following :

H_a : There is a significant influence of using R.I.D.E.R towards students' reading comprehension in the descriptive text at the tenth grade of MA Raudlatul Mutta'allimin kasui way kanan in the academic year 2018/2019

H_o : There is no significant influence of using R.I.D.E.R towards students' reading comprehension in the descriptive text at the tenth grade of MA Raudlatul Mutta'allimin kasui way kanan in the academic year 2018/2019

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